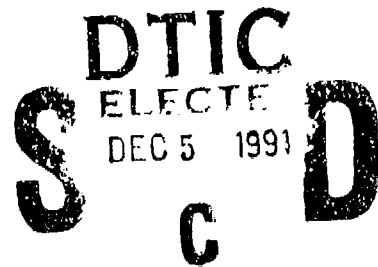


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Research Product 91-21



## **Social Climate Indicators for the U.S. Army**

91-17061



August 1991

**Manpower and Personnel Policy Research Group  
Manpower and Personnel Research Laboratory**

**U.S. Army Research Institute for the Behavioral and Social Sciences**

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# U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

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## **Social Climate Indicators for the U.S. Army**

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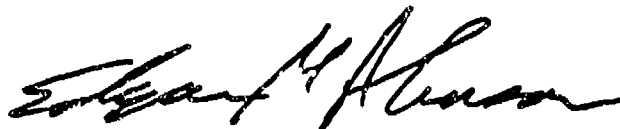
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## FOREWORD

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducts research designed to enhance the quality of the U.S. Army. Organizational research on the Army is often advanced by development of unique measurement scales for each effort or by adaption of scales developed for civilians. Because there is often insufficient time to develop psychometrically sound scales with accompanying norms, a handbook of measures and a model to guide further scale development are needed by Army researchers.

This work is part of the mission of the Manpower and Personnel Policy Research Group (MPPRG) of ARI's Manpower and Personnel Research Laboratory to aid the Army in effectively recruiting and retaining its personnel. As a part of this research program, a handbook of measures of the climate of the Army, as well as a measurement model to guide further efforts, will assist Army researchers in identifying appropriate scales for constructs such as job satisfaction, morale, motivation, organizational commitment, and general well-being. The development of standard scales will also avoid duplication of effort in separate research efforts that need to use the same constructs. The work reported here was arranged and funded through the Department of Defense Small Business Innovative Research Program.



EDGAR M. JOHNSON  
Technical Director

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George Klemp of Cambria Consulting.

In particular, we thank the Canadian Forces Personnel Applied Research Unit for their permission to reproduce items from the Human Dimensions Combat Readiness Index--Experimental. Rosita Fletcher of Intersystems, Inc., provided invaluable assistance throughout the project.

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# HANDBOOK OF SOCIAL CLIMATE INDICATORS FOR THE U.S. ARMY

## EXECUTIVE SUMMARY

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### Requirement:

Because there is often insufficient time to develop psychometrically sound scales with norms, the U.S. Army needs a handbook of measures of social climate, and a model to guide further scale development, to conduct organizational research. A model of the climate of the Army will aid researchers in identifying appropriate scales for constructs, such as job satisfaction, morale, motivation, organizational commitment, and general well being. The development of standard scales will also avoid duplication of effort in research efforts that need to use the same constructs.

### Procedure:

Public and commercial electronic data bases were searched, including the U.S. Government Printing Office, National Technical Information Service, Psychological Abstracts, Sociological Abstracts, Mental Measurements Yearbook, Educational Resources Information Center, and Defense Technical Information Center. Staff of the U.S. Army Soldier Support Center, Defense Manpower Data Center, Walter Reed Army Institute of Research, U.S. Navy Personnel Systems Research Department, U.S. Air Force Military Personnel Center, and the Canadian Forces Personnel Applied Research Unit were contacted for social climate instruments and documentation.

### Findings:

Over 175 citations were obtained, including books, journal articles, technical reports, and survey instruments. All were reviewed, using criteria of reliability, validity, generalizability, availability, recency, and adequacy of documentation. This handbook provides a summary description, document citation, and items for selected social climate measures judged to be the best from among all those located. The handbook also includes brief discussions of social climate constructs, measurement principles, and criteria for selecting and developing questionnaires.

## Utilization of Findings:

This report is intended for military researchers and practitioners. Information on the constructs underlying social climate, and on the available methods of measuring climate, will aid researchers in developing a model of the climate of the U.S. Army. Normative, base-rate information may also be used for tracking the climate of service members and their families over time, and for subgroup comparisons in a variety of research efforts. Such information may aid personnel planners and policy-makers as well.

# SOCIAL CLIMATE INDICATORS FOR THE U.S. ARMY

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SOCIAL CLIMATE INDICATORS  
FOR THE U.S. ARMY

Introduction

Social climate research extends over 50 years. The research stems from the idea that groups vary in their overall culture or ambience in ways that can be systematically described, measured and predicted. In the military, social climate variables have been much investigated due to their presumed role as mediators of critical behaviors such as reenlistment rates, productivity and efficiency, combat performance, and resistance to combat-related stress and psychological injury (Bartone, 1989; Ingraham & Manning, 1981; Motowidlo et al., 1976; Stouffer et al., 1949). Given the interest of both military and civilian (particularly corporate and bureaucratic) sectors in the measurement and manipulation of social climate, a profusion of indicators have been developed and employed. Nearly 15 years have elapsed since the publication of major reviews of the state of the art with regard to social climate indicators for the U.S. Army (Bauer, Stout, and Holz, 1977; Motowidlo et al. 1976).

In this light, the following technical objectives were constructed for this project:

- (1) To identify and compile measurement instruments of social climate indicators including psychometric properties, available normative data, and measures specifically developed for use in U.S. Army applications.
- (2) To define and operationalize social climate constructs for which no measures exist; and for which measures related to Army applications are needed.
- (3) To describe a research plan for the development of scales responsive to constructs identified earlier, including psychometric testing procedures and the collection of Army normative data.

This report attempts to provide useful information relevant to the questions:

1. What measurement instruments exist for the assessment of social climate indicators in the U.S. Army?
2. What are the psychometric properties, in terms of reliability and validity, of those measurement instruments of social climate indicators?
3. To what extent are normative data available from U.S. Army and civilian applications of social climate measures?
4. Which constructs of social climate that have salience for the Army are without psychometrically tested measures?

5. How should prospective research proceed for the development, psychometric testing, and normative administration of measurements of social climate in the Army?

This report is organized in several sections. In this introductory section, we discuss important social climate constructs and methods for measuring these constructs. The following section of the report is a research plan that summarizes what has been learned regarding the measurement of social climate in the U.S. Army and suggests a research strategy to address important issues in this area. A section of references is found at the end of the report. The Appendixes contain descriptions and transcriptions of instruments that have been used to measure social climate or related variables. The measures are presented according to the organization for which they were developed. The largest number of instruments presented here were developed for the U.S. Army. Instruments intended for use in the U.S. Navy, Marine Corps, and Air Force are included, as are instruments used in the armed forces of other nations. A brief section of social climate measures used in the civilian sector is also included in this report.

The measures described and reproduced in the following pages represent a compendium of measures of social climate. These instruments were selected from a much larger set of instruments, scales and items using the seven search strategies listed below.

1. Public and commercial electronic data bases were searched for relevant documents. Both on-line and CD-ROM retrieval methods were employed. Data bases searched during this phase of the review were: U.S. Government Printing Office, National Technical Information Service, Psychological Abstracts, Sociological Abstracts, Mental Measurements Yearbook and ERIC data bases. Citations were obtained through keyword and author matching. Keywords employed included: "satisfaction", "job satisfaction", "climate", "organizational climate", "social climate", "morale", and "cohesion", in conjunction with the terms, "Army", "Navy", "Air Force", and "Marines".

2. The reference sections of citations were examined for additional documents related to social climate measures.

3. Staff of the U.S. Army Soldier Support Center (SSC) were contacted in personal meetings and by telephone. Instruments listed in the SSC Survey Control Logs that were of potential relevance to this report were provided by the SSC. Similarly, the Defense Manpower Data Center provided survey instruments and documentation.

4. As arranged by the Contracting Officer's Representative, the personnel research offices of the U.S. Navy and Air force were contacted and social climate instruments were obtained from these services.



5. Staff members of the U.S. Army Research Institute (ARI) and Walter Reed Army Institute of Research (WRAIR) were contacted using mail and telephone to request research documents employing social climate instruments.

6. DTIC data bases were searched using keywords and author matching; bibliographies produced by DTIC were also examined.

7. Key informants were contacted to obtain additional citations and documents.

Using the methods described above, over 175 citations were obtained, including books, articles published in professional journals, technical reports, and survey instruments. These were reviewed for inclusion in this report. In a sense, this report represents a comprehensive inventory of social climate measures developed for the U.S. Armed Services within the past decade, with an emphasis on those measures specifically developed for the U.S. Army.

In view of the volume of material contained in this report, a brief companion document -- a Handbook of Social Climate Indicators for the U.S. Army -- has been developed. The Handbook is intended for somewhat different reading audiences than those likely to read the full Technical Report; namely, individuals who (1) desire an brief introduction to this topic or an overview of current work in this area, (2) are responsible for the selection of administration of social climate measures, or (3) have less interest in or familiarity with psychometric issues. The Handbook of instruments is selective rather than comprehensive, and reproduces a limited number of social climate instruments. In spite of the differences between the documents, measures in both documents were reviewed with regard to the following criteria.

1. The measure was developed using appropriate research methods.

2. Multiple-item scales rather than single items were used to measure social climate constructs.

3. Reliability of multiple-items scales was assessed and was acceptably high.

4. The measure's validity was assessed using one or more validation strategies.

5. The number of respondents was large enough to satisfy minimum levels of generalizability.

6. The respondents were selected using an unbiased sampling plan.

7. The sample of respondents was drawn in a methodologically sound manner.

8. The sample of respondents was generalizable to the Army population or subpopulation which it was intended to reflect.

9. Some type of normative information (e.g., mean scores and standard deviations) was reported for each instrument or scale.

10. The measure was employed in two or more different investigations or with multiple respondent samples.

11. The measure was relatively current; i.e., it was developed or used within the past fifteen years -- preferably within the past ten years.

12. Supporting documentation for the instrument was adequate.

13. The measure was not protected by U.S. copyright laws.

14. One or more documents describing the measure were readily available either through DTIC or other sources.

15. The social climate measure was reproduced in full in the document or an appendix.

The measures are arranged alphabetically by the last name of the first author of the document in which they are described; because many of the instruments include several scales measuring different constructs, the citations cannot be arranged by function. A summary page precedes each social climate measure. The summary includes a document citation, brief description of the document, sample of respondents, and the psychometric properties of the measure described in the document. Items from the social climate measures have been reproduced without modification, whenever possible. In the interest of brevity, some response scales have been summarized and others have been changed in format.

The intended audiences for this report consist of military researchers and practitioners. While these groups have many interests in common, they may differ greatly with respect to their familiarity with the language and methods of psychological measurement. Practitioners may have greater interest in the policy-relevant aspects of this report than researchers. To meet the needs of these disparate audiences, the report incorporates an extensive quantity of material designed to make it both comprehensive and useful, including a review of social climate constructs and a discussion of measurement theory principles. The latter section is aimed at practitioners who wish to become acquainted with important considerations in the construction of measures of social climate.

## Social Climate Constructs

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Social climate is a comprehensive term which has been used to characterize organizational culture or ambience (Schneider, 1985). The term typically refers to interpersonal practices and policies; additionally, it has been used to refer to attitudes or perceptions held by individuals within the groups. Schneider asserts that, "Although there are certainly conceptual and methodological advances still to be made in climate research...it now seems clear that multiple dimensions of policies and activities relevant to a particular issue (interpersonal relationships, service) can be assessed reliably and validly" (p. 595).

This report is concerned with those dimensions of social climate relevant to the U.S. Army. As is clear from the above paragraph, social climate is a comprehensive term rather than a precise one; the term has been used to refer to any or all of several social climate factors or dimensions. Many of these are general dimensions relevant to most social environments; some are specific to the military. This report focuses on those concepts most pertinent to the dimensions called (1) morale, (2) satisfaction and motivation, (3) cohesion or bonding, and (4) esprit de corps. These concepts are briefly described below using the terminology introduced by Ingraham and others at Walter Reed Army Institute of Research (Ingraham and Manning, 1981).

Ingraham and others at WRAIR have distinguished between social climate dimensions corresponding to social phenomena occurring at different organizational levels. At the level of the individual, "Morale" or "Individual morale" refers to the individual's sense of well-being based on confidence in the self and in primary groups. "Cohesion" is the term used to refer to the affective characteristics of a small or primary group rather than the individual. Cohesion refers to feelings of belonging, affection and trust, and solidarity. "Horizontal cohesion" refers to the strength of the affective bonds among individuals of the same rank or corps (for instance, among enlisted personnel or officers), whereas "vertical cohesion" refers to affective bonds between ranks (for instance, between enlisted personnel and officers). "Esprit de corps" is the term used to refer to the strength of affect among large collectives of individuals or groups. High esprit de corps is characterized by pride in membership in the larger group or collective, especially by unity of purpose and devotion to the higher cause. Thus, morale, cohesion and esprit refer to different levels of analysis, and different sets of variables.

Social climate constructs have also been introduced from the study of businesses. The "work environment" (Dalziel, Klemp, Cullen, Duffy, and Nogami, 1980; Olson and Borman, 1987) refers to the perceived and actual characteristics of the work situation, including its physical, behavioral and attitudinal aspects. The term "job satisfaction" is used to refer to

feelings of positive or negative affect that a person has about different aspects of his or her job. "Satisfaction" in general may be measured with regard to any variety of objects. "Motivation" describes the direction, vigor or persistence of behavior.

Borman, Johnson, Motowidlo, and Dunnette (1975) show the ambiguity with which these terms have been used; they note that objective indicators of morale have included: rates of desertion, AWOLs, and requests for transfers; records of disciplinary actions, degree of cheerfulness; hospital reports of illnesses and absences, general smartness of appearance, performance in jobs, marches, battles, and athletic contests.

### Measurement Theory Principles

Accurate measurement of social climate is unlikely unless the variables of interest are specified or defined with precision. This section of the report describes principles of measurement theory which are particularly relevant to the development and interpretation of social climate indicators for the U.S. Army.

Measurement consists of rules for assigning numbers to objects in such a way as to represent quantities of attributes. The role of measurement procedures is to provide accurate information that can be used to make informed and appropriate decisions. To ensure this, measurements must be systematic and objective.

The construction of measurement instruments always involves three steps: (1) identifying and defining what is to be measured, (2) determining how the quality under investigation may be observed, and (3) establishing how these observations are to be translated into statements of degree or amount.

Each measure should be concerned with a single distinct, unitary attribute. When unitary attributes are combined to form an overall appraisal (for example, of social climate), they should be combined within one measure using an explicit set of rules and procedures.

There are three major considerations related to the evaluation of measurement instruments -- validity, reliability, and practicality. Validity refers to the degree to which a measure provides information that is relevant to the decision that is to be made. A judgment of validity is always made in relation to a specific decision or use. Reliability has to do with accuracy and precision of a measurement procedure. Indices of reliability give an indication of the extent to which a particular measurement is consistent and reproducible. Practicality is concerned with a wide range of factors of economy, convenience, and interpretability that determine whether a measure is practical for widespread use.

## Validity

Validity is the primary concern with regard to any measurement procedure. An instrument must measure what we want it to measure, all of what we want it to measure, and nothing but what we want it to measure.

The validity of a measurement may not be assumed; it must be established on the basis of adequate evidence. The extent to which performance on the measure actually corresponds to the behavior of interest must be established. Typically, one or more of three validation strategies may be used to establish validity.

Predictive validity. Does the measure have a significant statistical relationship with another meaningful variable (the criterion variable)? Predictive validity is determined by the degree of correspondence between the two measures involved. If the correlation is high, no other standards are necessary. Criterion-related validity is most important for a measure that is to be used to predict outcomes that are represented by clear-cut criterion measures. The main problem in assessing evidence of criterion-related validity for prediction is related to the limitations of the available criterion measures.

Content validity. Does the measure represent desired content? In practice, content validity rests mainly on responses to the questions: 1) Does the measure seem to include important content and exclude irrelevant items?, and 2) Does the measure seem to be appropriately designed?

To ensure content validity, it is necessary to obtain a broad collection of items which best represent that which is being measured. To the extent this sample of items is representative of the domain of all possible items, one can generalize from the specific contents to the wider domain of all possible items. As Nunnally (1978) points out, statistical analyses may provide circumstantial evidence for judging content validity, but claims concerning content validity primarily are judged by the apparent propriety of the items and the way they are presented.

Construct validity. Does the measure relate to a concept or theory in an expected manner? Constructs are statements concerning the causal and empirical relations among variables. Construct validation requires that (1) the construct is well defined in terms of a variety of observable variables, (2) there are one or more observable variables with content validity, and (3) the construct is strongly related to other constructs of interest. Strong support for construct validity is justified if the measures of the construct behave as expected.

## Reliability

The second major question raised with respect to a measurement procedure is: How reliable is it? Validity is concerned with what a measurement procedure measures, but reliability is concerned with the accuracy of measurement, not meaning. Reliability concerns the precision of a score and the degree to which it can accurately be reproduced upon re-administration of the measure. Therefore, reliability concerns the extent to which measurements are repeatable when different persons make the measurements, on different occasions, with supposedly alternative instruments for measuring the same thing and when there are small variations in circumstances for making measurements that are not intended to influence results.

Measurements are intended to be stable over a variety of conditions in which essentially the same results should be obtained. A measure is said to be reliable to the extent that an individual remains nearly the same in repeated measurements, as indicated by either a low standard error of measurement or by a high reliability coefficient.

Coefficient alpha (Cronbach, 1951), which is derived from the average correlation among items, is the basic formula for determining reliability based on internal consistency of items. It is appropriate for any type of measure, and should be obtained for every scale or instrument, even if other estimates of reliability are employed (Nunnally, 1978). The version of the formula known as KR-20 should be used to calculate the reliability of measures with dichotomous items. Reliability can also be estimated by subdividing a test in various ways. A frequently-used method is the split-half approach, which divides the items within a measure into two halves. The scores on the two half-tests are then correlated to assess the measure's reliability.

Alternative forms of a measure can be constructed to estimate measurement error due to variations in test content. In this approach, two versions of a measure are developed and administered to the same individuals on two measurement occasions, usually about two weeks apart. Not only will differences in content between the alternate forms affect reliability, but variations in people over the time between testings will also contribute to measurement error. Test-retest reliability is an approach to estimating measurement error due to intra-individual differences in responding. In this approach a measure is repeatedly administered to the same individuals over a brief period of time. However, exposure to the measure during the first administration may influence responses on the second measurement occasion. Nunnally (1978) does not recommend the use of the retest method to estimate reliability in most circumstances.

Multiple item measures and scales There are a number of important reasons for requiring more than one item in nearly all measures of attitudes. First, a single item may measure only a limited part of the construct. Second, each item may relate (to some degree) to constructs other than that being measured, in part because each item tends to have some generality as well as specificity. Further, it is often desirable to make fine differentiations among people, and this can seldom be done with a one-item measure. Multiple items can be combined to make very fine distinctions among respondents. Reliability tends to increase (measurement error is reduced) as the number of items in a combination increases.

How high must the reliability of a measurement be? There is no fixed number that answers this question, since the appraisal of any new procedure must always be in terms of other procedures with which it is in competition. In basic research, a reliability of .80 for the different measures involved is considered adequate.

### Norms

Norms are any scores that provide a frame of reference for interpreting the scores of individuals. National, regional or local norms can be derived and compared.

There are several ways to calculate and express norms. Grade or age norms are developed by matching the individual to a group whose performance he or she equals. Percentile norms describe the individual's score in terms of the percentage of group surpassed by the individual. Standard score norms describe the individual's responses in terms of the number of standard deviation units above or below the group average. Norms usually are expressed both in the form of standard scores and as percentiles.

### Profiles

There is no direct way of comparing a score on different scales, unless both scores are expressed in terms of the percentage of some defined common group that obtains scores below that point. The set of different measure scores for an individual, expressed in a common unit of measure, constitutes his or her score profile.

Profiles must be interpreted with caution. First, the scores must be based upon equivalent groups for all the measures. The best guarantee of equivalence is a common sample used for norming all the measures. A second problem is that of deciding whether the ups and downs in a profile are meaningful, either statistically or practically, because no measure score is completely exact.

### Questions to Ask Regarding the Use of Scales and Norm Tables

1. Are the scales used for reporting scores clearly and carefully described, so that the test interpreter will fully understand them and be able to communicate their correct interpretation?
2. Are norms reported in the manual in appropriate form and in appropriate reference groups?
3. Are the populations to which the norms refer clearly defined and described, and are they populations with which most users can appropriately compare their data?
4. If more than one form is available, including revised forms, are tables available showing equivalent scores on the different forms?
5. Does the manual discuss the possible value of local norms, and provide any help in preparing local norms?
6. Do the scales have uniform meaning from test to test, so that a basis of comparison is provided through which we may compare different tests?
7. Are the units of uniform size, so that a difference of 10 points on one part of the scale signifies the same thing as a difference of 10 points on any other part of the scale?

### Criteria for Selecting and Developing Questionnaires

Spencer, Klemp, and Cullen (1977) have described criteria for selection and development of questionnaires for the Army. Their criteria are organized in terms of administration, processing, and feedback and evaluation.

#### Administration

Three considerations of importance are instrument length and administration time, administration instructions and resources and facilities required.

Instrument length and administration. One hundred items and one hour appear to be the outside limits for instruments which would be administered to large samples in practical applications. [Oliver (personal communication, March 22, 1991) suggests that a fourth to sixth grade reading level and maximum 30-40 minute survey administration period would be more realistic].

Administration instructions. These appear to be critical in gaining instrument acceptance. Instructions should motivate respondents, reassure them about confidentiality, and clearly explain how to use the measurement materials. The latter instructions should include how to mark machine-scored answer



sheets (if used), what to do in the case of questions or problems, and how to return materials to administrators (especially important in the case of mailed questionnaires).

Resources and facilities. These should be minimized.

### Processing

Considerations include scoring or data input methods, data analysis methods and procedures, resources required, turnaround times, and feedback,.

Scoring. Optical scoring is most efficient.

Analysis. The instrument should be designed with computer programs for instrument analysis in mind.

Resources required. Instruments should use the organization's own resources and minimize turnaround time where possible.

Turnaround time. One month is considered the outside limit in survey guided development interventions. If more time elapses the data become stale.

### Feedback

Feedback creates motivation and direction for change. Data considerations include the number of variables, format, salience and practitioner training.

Number of variables. Data reduction routines should limit variables to a manageable number. The upper limit of the number of climate variables is about 10.

Format. Feedback format should be simple, visually impactful, present a comparison between an actual and desired condition, and indicate specific directions for change.

Salience. Recipients must feel the information they receive about themselves, their subordinates, or their organization is real, believable and of some importance to them. Relevance is helped by providing clients with criterion validity data that enables practitioners to show direct links between survey variables and military unit outcomes and performance results, as well as satisfaction indicators. Face validity is aided by providing specific examples, using military behavioral science to illustrate the concrete meaning of each variable dimension, and avoiding normative biases and advocacy of a particular managerial approach in giving data feedback.

## Principles of Survey Instrument Construction

There are a number of criteria for assessing instrument construction. These include scaling and item content, comprehensibility, response biases, and item and instrument rejection.

### Scaling

Varied item formats may be used to elicit information from survey respondents. Scales can range from offering a choice between only two alternatives to the five or seven intervals offered by the typical Likert scale.

### Comprehensibility

Survey items must be easy for respondents to read and understand. Important criteria are reading level of the vocabulary and concepts used in items, item length, semantics, syntax, uni-dimensionality, and appearance.

Reading level. An eighth grade reading level is usually recommended for surveying items. When in doubt, the rule is simpler is better, item length shorter is better. Eight to fifteen words is considered optimum for an item.

Semantics. Items should use words and phrases that are as close as possible to the ways respondents actually talk. The rule is to keep it simple and to talk military

Syntax. Simple and clear is best.

Appearance. A survey questionnaire should be as clear and attractively formatted as possible.

Uni-dimensionality. Survey items should ask only one question, that is, they should ask respondents to make a judgment about only one factor in a given item.

### Response Biases

The ways that items are constructed can cause response bias, that is, distortion or error in subject judgments due to the nature of the survey. Response bias considerations include factors such as response set, response styles, and instrument rejection.

Response set. This refers to the format and consistency or inconsistency of the format in which items are presented. If items are always presented in the same way, respondents can get in the habit of responding to them in a certain way without really reading them.

Item order and grouping. This refers to a response set bias which may be introduced by gathering all the items relating to a certain topic together in a survey. If a subject answers positively or negatively to questions about a particular item, perceptions about one dimension may spill over to his or her responses about other items in the group. A tendency for respondents to answer subsequent questions in a manner consistent with their assessment with preceding items is sometimes called behavioral affect.

### Response Styles

Survey measures can also be affected by tendencies of the individual subject to respond in consistently biased ways. The most important of these response styles are acquiescence, social desirability, understatement, overstatement, deviance, and inconsistency or lying.

Acquiescence or agreement tendency refers to the tendency of subjects to agree with each item.

Social desirability refers to the tendency of respondents to say good things about themselves and to agree with everyone in the culture or organization as to what is good or desirable, whether or not they really agree.

Understatement or cautious response tendencies emerge with respondents who habitually avoid taking a stand on items by checking neutral points, points near the middle of a scale, or the least extreme anchor alternatives on scales.

Extreme or deviant responses appear with respondents who deliberately check the extreme positive or negative ends of scales or who differ radically from the average response given by most subjects.

Inconsistent or lie responses. Subjects may differ markedly in their responses to very similar items measuring the same variable. This can be due to lying or rejection of the instrument or to confusion or lack of comprehension.

### Item and Instrument Rejection

People quickly get tired of filling out questionnaires which are too lengthy. One hundred items and one hour are the outer limit for survey length. Lack of interest or salience is another cause for instrument rejection. People get bored when they do not perceive surveys to be relevant or do not understand why they are taking these surveys. Items which are incomprehensible cause people to get confused, careless or irritated and therefore quit.

Apparent threats associated with responding to surveys. If people feel the information they are asked to provide will prove harmful to themselves or others, they may prevaricate.

### Problems Associated with Scale Development

In her critique of previous career counseling research , Oliver (1978) described problems in scale development which are generally applicable. These problems include:

1. Use of inappropriate criteria;
2. Preponderance of self-report measures, as contrasted to the use of measurement approaches such as behavioral observation or analysis of existing records;
3. Relative infrequency with which reliability and validity data are reported for the instruments used; and
4. Methodological shortcomings concerning randomization of subjects, selection of appropriate comparison groups, and choice of type of statistical analysis.

The Appendices of this report describes measures of job satisfaction, climate, and morale which are found in the current literature. The technical issues described above are highly pertinent to these instruments, and should be kept in mind when the use of these instruments is being considered.

### Research Plan

This section reviews what has been learned in this Phase I project concerning social climate indicators for the U.S. Army and describes a research plan for addressing principal areas of interest and concern as this effort moves into Phase II.

The Phase I analysis of social climate instruments clearly indicates that there is a multiplicity of social climate indicators developed for and currently employed in the U.S. Army and in other military services. There are a variety of limitations inherent in the use of these measures, taken as a whole.

Although most of the measures have been developed in an objective fashion using conventional research methods, many of the instruments fall short on one or more criteria which are essential for effective use in the research, development, monitoring, and enforcement of Army policy. Of the various types of shortcomings identified, fourteen are considered highly significant. These include the following:

1. While many of the measures employ multiple-item scales to assess important social climate constructs, some instruments have used single items from these scales to measure critical variables such as satisfaction and morale.
2. The number of items included in multiple-item scales varies considerably, ranging from two to more than ten. While it

is advantageous--insofar as content validity and scale reliability are concerned--to include a greater rather than a lesser number of items in a scale, there are also disadvantages associated generally with the use of longer scales. These disadvantages include the greater length of time required for survey administration and the increased likelihood of respondent fatigue.

3. While most researchers in this area have typically assessed reliability for multiple-items scales, many have neglected to assess the reliability of scales created using confirmatory factor analysis.

4. Little information is available concerning the effect of item wording changes on survey responses. Alternate forms of scales or items have rarely been developed or examined.

5. Relatively few researchers have examined the validity of social climate measures using either the predictive or construct validity strategies, with the exception of re-enlistment behaviors, which are often used as a criterion variable in predictive validity studies. Few if any measures have been examined with regard to their ability to predict soldier or unit combat behaviors. [The Combat Readiness Index (Gal & Manning, 1987), developed for the Israeli Defense Forces, is one exception to this generalization.]

6. The stability of scores on these measures is also an unresolved issue, at both the individual and group levels. Stability on these measures may, in fact, be quite low as suggested by Whitmarsh (1983) who showed that satisfaction changed considerably as the result of a relatively brief training period. Similarly, Griffith (1986) showed that a change in the Unit Manning System led to changes in social climate, as measured by the "soldier will" instrument.

7. Only a limited number of studies have attempted to examine the construct validity of social climate indicators. This has resulted in a profusion of measures whose theoretical and statistical relationships to each other are unknown. Multiple social climate instruments can be fruitfully examined within a single research study, as seen in Borman et al. (1975) and Borman and Bleda (1978). This area is one which requires special attention in the future.

8. While most research work in social climate measurement in the U.S. Army includes sufficient numbers of respondents to meet typically applied standards concerning sample size and analytic rigor, not a single study reviewed for this Phase I project actually reported statistical power calculations or required sample size estimates. Because studies of cohesion often aggregate individuals at the platoon, squadron, or company level, there are typically far fewer sampling units than individuals. It would be necessary, therefore, to determine

whether these studies have sampled sufficient numbers of these higher-level units in order to conduct analyses with adequate statistical power at these levels.

9. Another consideration related to sample size calculations involves sampling efficiency. A number of the instruments catalogued in this report were administered to thousands--and occasionally tens of thousands--of U.S. Army soldiers and officers. Sample size requirements should be calculated to determine whether unintentional oversampling is occurring and whether more individuals are responding to surveys than is strictly necessary. Also, when sample sizes of this magnitude are employed, relatively rare events or relationships may be unintentionally identified as statistically significant which are actually of little practical importance .

10. Critically related to the issue of sample size is the issue of sampling methods. With the exception of the surveys which have been administered through the U.S. Army Soldier Support Center, it appears that nonsystematic sampling methods are frequently employed in the studies reviewed and catalogued in this report. This approach results in the use of convenience samples that may be quite large. Nonetheless, while the sample sizes employed in such studies may appear to be adequate due to their size, the sampling methods employed call the results of such studies and the conclusions drawn from them into question. Such samples are defined as lacking in external validity and the research results that derive from them should not be generalized to the population at large. Few of the studies catalogued in this report described sampling methodology or questionnaire administration protocols with sufficient detail to judge whether a scientifically defensible and methodologically sound sampling plan had been developed and implemented.

11. Research studies in the area of social climate have rarely examined the similarities and differences among Army populations and subpopulations, particularly with respect to demographic factors such as race or ethnicity. Most studies have confined themselves to differentiating enlisted personnel from officers.

12. The issue of overall research quality aside, the relevance of social climate research to Army policy-making has often been limited. This is due in part to the fact that studies employing social climate measures have frequently been descriptive rather than evaluative.

13. None of the instruments employed in the social climate research studies reviewed in this report were normed. This includes those instruments administered to large samples. Thus, none of the reviewed instruments can be appropriately used to compare the performance of groups or individuals in relation to a standard. This limits the information value of the tests and increases the ambiguity associated with interpretation of scores

obtained from different samples or at different times. Social climate instruments need to be normed using appropriate psychometric procedures if they are to be employed for comparative purposes.

14. Of the social climate instruments reviewed which do have adequate psychometric properties, few have been employed in a systematic research program designed to provide information that would be highly relevant to policy formulation. (The exceptions include the cohesion indices developed by Siebold and Kelly and the morale measures described in Gal and Manning). Few studies have employed the same measures at multiple times, and fewer still have collected longitudinal information on the same individuals or organizational units. As the result, a wealth of somewhat disjoint and noncomparable information has accumulated.

To summarize, though it would be highly desirable that a data base be available of information concerning appropriate measures and their applications--including factors such as their stability over time and across different samples, their predictive validity using a variety of criterion variables, and so on--no process or strategy is currently in place for implementing this research goal. While the work which currently continues in the area of social climate research is not misdirected and should unquestionably be carried on, it is the conclusion of this report that this area of research is in need of a shift in emphasis--a redirection of focus from instrument development to application research. Specifically, there appears to be a need for research which maximizes the use of existing instruments to examine policy-related questions and issues. The goal of such research would be to significantly advance the state-of-the-art of social climate research as it relates to the U.S. Army and to improve social climate in the Army through the promotion of innovative organizational- and individual-level changes.

In order to achieve this goal, it would be necessary to create and maintain a functional, dynamic data base of information which would summarize and organize all that is known regarding the measurement of social climate in the U.S. Army.

Toward this end, this Phase I final report, therefore, suggests an integrated plan of research organized as a series of nine aims which systematically address the points mentioned above. These aims include:

Aim 1 - Create and maintain an archive of social climate instruments and research studies, building upon the organizational framework and catalog developed during Phase I.

Aim 2 - Conduct a thorough meta-analysis of research studies related to the measurement of social climate, examining variables related to changes in social climate. This work would be necessary for the establishment of priorities for ongoing and

future research efforts designed to improve social climate in the U.S. Army.

Aim 3 - Computerize the archive of social climate instruments. The information contained in the archive would be organized as an electronic data base which can be manipulated using word processing and spreadsheet software functions and IBM-compatible computers. The data base would be designed as a user-friendly, "turn key" system that would be menu-driven and easily accessible to individuals who are not particularly computer-literate. A working knowledge of a word processing software package such as WordPerfect 5.1 would be the only background needed. Optional features to be considered include the use of a graphical user interface (GUI) such as Microsoft Windows 3.0 and would depend upon information now being collected regarding the various software and hardware configurations currently in use in Army installations throughout the country.

Aim 4 - Expand the computerized catalog into an integrated Microcomputer-Based Survey Research System. The system envisioned would be organized into a series of interrelated modules that would build upon the module developed as Aim 3. It would provide the Army administrator with a variety of useful features including the capability to comprehensively review existing survey instruments, scales and items; to construct a site-specific survey instrument in draft form by selecting from existing measures, developing new measures interactively, or utilizing a combination existing and new measures; or to generate a "Request For Survey Development" based upon answers provided to questions posed by the program's screen-based interview system. Such a request could be processed through existing channels (such as the U.S. Army Soldier Support Center) or a variety of alternatives.

Another system module would function as an integrated survey administration program, through the generation of customized instruments which could be reproduced as optically scannable questionnaires. Optical scanning and statistical analysis of the collected data would result in site-specific reports including graphic display of findings and comparison of local norms to national norms. Such functions could either be carried out locally if the appropriate hardware (scanner, laser printer, etc.) were available or at a central location. Data collected through the use of the system would be exportable to a centralized data base.

Aim 5 - Create and maintain a national communication network and centralized data base of social climate information collected through the various local Microcomputer-Based Survey Research System installations.

Aim 6 - Train Army researchers and practitioners in the use of the system, including all aspects of data collection, data entry, report generation, and analysis.



Aim 7 - Use the national database to validate and norm the items in its catalog using appropriate psychometric procedures.

Aim 8 - Use the communication network established through Aim 5 to disseminate national Army norms to local users, so that local norms can be compared to national norms. Incorporate local norms into survey development system at user request or as appropriate.

Aim 9 - Develop a strategic plan for using the data and findings generated by the evaluation of the national database established through Aim 5 to inform policy decisions for improving social climate factors in the U.S. Army.

Intersystems, Inc., the authors of this Phase I report, are highly experienced in software development projects of this sort. The Phase II research proposal that describes in detail the methods proposed for attaining the objectives detailed as Aims 1 through 9 is currently in preparation.

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## APPENDIX A

### SOCIAL CLIMATE MEASURES USED IN THE U.S. ARMY

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Allen, J. P., & Bell, D. B. (1980). Correlates of military satisfaction and attrition among Army personnel. (AN 84006509). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This study examined relationships between Army organizational variables and levels of soldier satisfaction. The study was based on a secondary analysis of the 1978 Army Life study.

Sample:

Subjects from 8,140 personnel assigned to 60 different battalions.

Summary:

Satisfaction was found to be extremely closely related to variables of organizational climate, e.g., motivation and communication, and very highly associated with several job characteristics. This study suggested at least 3 dimensions of satisfaction among military personnel which are a function of organizational variables over which the Army likely exerts some influence.

Measure:

Battalions provided administrative information used as criterion variables, including:

1. percentage of "satisfactory" ratings on the Army Training and Evaluation Program reflecting combat readiness;
2. unit readiness reports dealing with overall personnel, equipment serviceability and training readiness;
3. percent of satisfactories on the annual General Inspection;
4. rate of expeditious discharge;
5. rates of criminal actions including court-martial, absence-without-leave, desertion, Article 15, violent crime, crime against property, and hard drugs/marijuana conviction;
6. ratings of effectiveness of battalions made on a 13 point scale by the Commanding General, the Assistant Division Commander and the Brigade Commander. Independent raters' judgements were combined into a single score.

Satisfaction was measured by the responses to the questions:

1. All in all, I am satisfied with my job;
2. In general, I feel that I have gotten a fair deal from the Army.
3. All in all, I am satisfied with the Army.

In most cases survey responses involved five point Likert-type scales.

Characteristics of the job were measured by three conceptually important characteristics of the job -- Meaningfulness, and the degree to which the person has control over when and how his or her work is accomplished.

Organizational climate was measured by four factor-analytically based dimensions of climate factors:

1. communications skill, which deals with the adequacy of openness of the information in the unit,
2. motivation; which measures the degree to which the individual has a sense of accomplishment in his or her work,
3. unit standards; which estimates the degree to which the person perceive the unit as emphasizing high standards, and
4. dedication scale, which consists of a single item -- "I'd rather contribute my best effort to the unit's mission and my assigned tasks".

Means and standard deviations for scales:

	Mean	SD
Job		
Satisfaction	2.71	1.43
Fair deal in army	2.83	1.40
Satisfied with the army	2.64	1.30
Climate		
Motivation	2.63	1.04
Communication	2.70	.92
Vacation	3.96	1.13
Unit standards	3.39	.84
Job characteristics		
Control	3.07	1.02
Variety	3.08	1.83
Meaningfulness	3.68	.99

Allen, J. P., & Bell, D. B. (1980). Correlates of military satisfaction and attrition among Army personnel. (AN 84006509). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Job characteristics

Variety scale.

1. How much variety is there in your job, that is, to what extent does the job require you to do different things at work, using a variety of your skills and talents?
2. My job is quite simple and repetitive.
3. My job requires a person to use a number of complex or sophisticated skills.

Job characteristics

Meaningfulness scale.

1. In general, how significant or important is your job, that is, are the results of your work likely to significantly affect the lives or well being of other people?
2. My job itself is not very significant or important to the broader scheme of things.
3. My job is one where a lot of other people can be affected by how well the work gets done.

Job characteristics

Degree of control scale.

1. To what extent does your job permit you to decide on your own how to go about doing the work?
2. My job denies a person any chance to use his or her personal initiative or discretion in carrying out the work.
3. My job gives a person considerable opportunity for independence and freedom in how he or she does the work.

Organizational climate.

Communication scale.

1. Decisions are made in this unit at those levels where the most adequate information is available.
2. Workload and time factors are taken into consideration in planning our work group assignments.
3. Decisions are made in this unit after getting information from those who will actually do the job.
4. Meetings in this unit generally accomplish meaningful objectives.
5. My unit is willing to try new or improved methods of doing work.
6. Information I receive down through formal channels is generally accurate.
7. I get all the information I need about what is going on in other sections or departments in my unit.
8. This unit has a real interest in the welfare of assigned personnel.

Organizational climate

Motivation scale.

1. I get a sense of accomplishment from the work I do.
2. I look forward to coming to work everyday.
3. My job helps me achieve my personal goals.
4. I would like to stay in this unit as long as I can.

Organizational climate

Unit standards scale.

1. Rules in this unit are enforced.
2. There is enough emphasis on competition in this unit.
3. This unit places a high emphasis on accomplishing the mission.
4. My unit is respected on this post.

Allen, J. P., & Hazer, J. T. (1981). Development of a field-oriented measure of soldier morale. (AD-A128 381). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research used items from an earlier project by Borman and Bleda (1978).

Summary:

Reanalysis of the Borman and Bleda data resulted in reducing the number of items on morale scales to 64 questions assessing 6 factors.

Measure:

The instrument used by Borman and Bleda requires the use of a 64 item questionnaire, a single page scoring template, a table of norms, and a brief description of the six dimensions. It is estimated that subjects can complete the survey in 10-15 minutes and that administrators would need no more than 2 minutes to hand score profiles.

The items are dichotomously scored. Internal consistencies for five of the scales range from .83 to .91, with the exception of the motivation scale,  $\alpha=.56$ .

Alpha reliabilities are reported for the following scales-- motivation  $\alpha=.56$ , Army satisfaction  $\alpha=.88$ , work satisfaction  $\alpha=.89$ , satisfaction of supervisor  $\alpha=.89$ , satisfaction of co-workers  $\alpha=.91$ , and satisfaction with pay  $\alpha=.83$ .

Norms are presented in terms of percent in response categories rather than mean scores.

Allen, J. P., & Hazer, J. T. (1981). Development of a field-oriented measure of soldier morale. (AD-A128 381). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Motivation scale:

1. amounts of effort in work
2. involved in job
3. time seems to drag
4. do "extra" work
5. work harder than peers.

Army satisfaction scale:

1. opportunities for worthwhile work,
2. opportunities for interesting work
3. Army policies and practices
4. amount of personal freedom
5. opportunities for using abilities
6. amount of recognition for good work
7. opportunities for training
8. opportunities for planning life
9. immediate supervisors
10. working conditions
11. Army attitude in civilian life
12. Army versus other organizations
13. happy now versus before joining.

Work satisfaction scale:

1. real enjoyment in work
2. all in all, job satisfaction
3. interest in job
4. feeling of pride from work
5. satisfying work
6. things enjoyed on job
7. good work
8. sense of accomplishment at work
9. boring work
10. accomplish something worthwhile
11. job usually interesting
12. challenging work.

Satisfaction with supervisor scale:

1. satisfaction with supervisor
2. all in all, supervisor satisfaction
3. supervisor's good versus bad traits
4. annoying supervisor
5. intelligent supervisor
6. bad supervisor
7. supervisor around when needed
8. impolite supervisor
9. supervisor praises good work
10. supervisor knows job well
11. hard to please supervisor
12. stubborn supervisor

13. up-to-date supervisor
14. lazy supervisor
15. supervisor encourages extra effort.

Co-workers satisfaction scale:

1. stupid co-workers
2. unpleasant co-workers
3. lazy co-workers
4. intelligent co-workers
5. slow co-workers
6. responsible co-workers
7. active co-workers
8. easy to make co-worker enemies
9. boring co-workers
10. loyal co-workers
11. smart co-workers
12. co-workers talk too much
13. co-workers have no interests
14. hard-to-meet co-workers
15. fast co-workers
16. all in all, work group's satisfaction.

Satisfaction with pay scale:

1. bad pay
2. underpaid
3. adequate income for normal expenses
4. barely live on income
5. pay satisfaction considering skills and effort
6. pay is less than I deserve
7. insecure pay
8. satisfactory benefits.

Bauer, R. G., Stout, R., & Holz, R. F. (April 1977). Measures of Military Attitudes. (Research Problem Review 77-1). : U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

A series of attitude scales were developed that could be used to measure the perceptions and attitudes of Army Enlisted Personnel on a broad range of organizational issues. Thirteen attitude scales were developed, consisting of eighteen scales and subscales grouped into three broad categories:

1. military environment,
2. personality and
3. civilian background.

The scales measure soldier's perceptions of issues such as unit performance, leadership, esprit de corps, unit conduct, racial discrimination conduct, and satisfaction with work.

Sample:

1,564 U.S. Army enlisted men and NCOs surveyed during 1973-4 from around Army commands in CONUS, Alaska and West Germany. Within each command, respondents were selected from military units apparently representative of the U.S Army.

Measure:

<u>Subscale Name</u>	<u>Reliability</u>
Unit discipline scales I	.817
Unit discipline scales II	.704
Unit discipline scales III	.802
Leadership scale I	.922
Leadership scale II	.712
Military work roles scale	.90
Esprit de corps scale	.731
Unit racial discrimination	.63
General racial discrimination	.63
Acceptance of authority	.727
Recreational availability and interest	.899
Status concern scale	.598*
Social responsibility scale	.558*
Civilian job relations scale	.852*
Civilian school relations	.699*
Socio-economic status index	.766*
Family relations scale	.890*

\* Not reproduced in this report.



Bauer, R. G., Stout, R., & Holz, R. F. (April 1977). Measures of Military Attitudes. (Research Problem Review 77-1). : U.S. Army Research Institute for the Behavioral and Social Sciences.

Discipline I Scale

1. To what extent do members of your unit process paperwork in an efficient manner?
2. To what extent do members of your unit cooperate with each other?
3. To what extent do members of our unit work together as a team?
4. To what extent do members of your unit maintain a high level of combat readiness?
5. To what extent do members of your unit do whatever needs to be done?
6. To what extent do members of your unit help each other out?

Discipline II Scale

1. To what extent do members of your unit maintain and properly wear their uniforms?
2. To what extent do members of your unit keep living and working areas in clean and orderly condition?
3. To what extent do members of your unit maintain a neat personal appearance?

Discipline III Scale

1. To what extent do members of your unit "get over" on their supervisors?
2. To what extent do members of your unit fail to show up on time?
3. To what extent do members of your unit need direct supervision to get the job done right?
4. To what extent do members of your unit display disorderly conduct off-post?
5. To what extent do members of your unit sit around on duty hours doing nothing?
6. To what extent do members of your unit do poor quality work?
7. To what extent do members of your unit do just enough work to get by?

Leadership I Scale

1. To what extent is your supervisor concerned about the personal problems of his subordinates?
2. To what extent is your supervisor technically competent to perform his duties?
3. To what extent does your supervisor keep his subordinates informed?
4. To what extent does your supervisor plan ahead?
5. To what extent does your supervisor keep himself informed about the work that is being done by his subordinates?
6. To what extent does your supervisor communicate effectively with his subordinates?

7. To what extent does your supervisor anticipate and solve problems before they get out of hand?
8. To what extent is your supervisor willing to make changes in ways of doing things?
9. To what extent does your supervisor encourage subordinates to work together as a team?
10. To what extent does your supervisor keep himself informed about the progress his subordinates are making in their work?
11. To what extent does your supervisor work right along with his men?
12. To what extent does your supervisor offer new ideas for solving job-related problems?
13. To what extent does your supervisor know and treat his subordinates as individuals?
14. To what extent does your supervisor make decisions quickly and stick to them?

#### Leadership II Scale

1. To what extent does your supervisor lack sufficient experience to perform his duties?
2. To what extent does your supervisor fail to provide for the everyday needs of his subordinates?
3. To what extent does your supervisor fail to keep his subordinates busy with challenging tasks?
4. To what extent is your supervisor unwilling to accept responsibility for mistakes made by his subordinates?
5. To what extent does your supervisor depend too much on threats - rather than rewards - to get things done?
6. To what extent is your supervisor not aware of his subordinates' capabilities?
7. To what extent does your supervisor fail to explain why a particular action is important?

#### Military Work Role Scale

1. To what extent do you enjoy performing the actual day-to-day activities that make up your job?
2. To what extent are there things about working here (people, policies, conditions) that encourage you to work hard?
3. To what extent do you gain a sense of accomplishment from the day-to-day activities that make up your job?
4. To what extent do you feel the training you have received has improved your ability to perform your job?
5. To what extent do you feel that the people you work with are a team that works together?
6. To what extent does your MOS (Military Occupational Specialty) match your interests, knowledge, and skills?
7. In your opinion, how important is the mission assigned to this command?
8. How important is the job you are doing in the Army?
9. How interested are you in the job you are doing in the Army?
10. How often are you assigned meaningless tasks?
11. All in all, how satisfied are you with your job?

12. Which of the following statements best describes your feelings about a career in the Army?
13. Do you think you will pursue a career in the Army?

Esprit de Corps Scale

1. Men in my unit know how to get the job done right
2. If a man needs help in my unit, he can count on others to provide it
3. Members of my unit are a good bunch to work with
4. I don't care very much for the guys I work with
5. I don't trust the others in my unit

Unit Racial Discrimination Scale

1. Whites in my unit have a good reason to distrust non-whites
2. To what extent do members of your unit let racial conflicts interfere with their work?
3. To what extent do members of your unit display racial prejudice?
4. Non-whites in my unit have good reason to distrust whites

General Racial Discrimination Scale

1. The Army should make a greater effort to assist non-whites to qualify for enlistment and technical ratings.
2. Members of minority groups have a harder time in the Army than others.
3. White soldiers are punished less severely than non-whites for the same offenses
4. The Army should recognize that it is not always fair to apply test standards to minority groups that have been developed for whites
5. Commanding officers should be more responsive to the needs of minority group members
6. There is so much discrimination against minority soldiers by local civilians, minority soldiers don't want to leave the post
7. Local landlords discriminate against non-whites

Acceptance of Authority Scale

1. Because of the rebellious ideas of youth, there are more problems in the world.
2. In the long run, it is better for our country if young people are allowed a great deal of personal freedom and aren't strictly discipline.
3. What youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
4. Strict Army discipline has a good influence on most young men.
5. Obedience and respect for authority are the most important virtues children should learn.
6. Young people sometimes get rebellious ideas, but as they grow up, they ought to get over them and settle down.

### Recreational Availability Index

1. To what extent are quality movies available to you?
2. To what extent are quality snack facilities available to you?
3. To what extent are quality outdoor athletic facilities available to you?
4. To what extent are quality indoor athletic facilities available to you?
5. To what extent are quality hobby shops available to you?
6. To what extent are quality library facilities available to you?
7. To what extent are Army-sponsored educational programs available to you?
8. To what extent are quality sightseeing tours available to you?
9. To what extent are quality service clubs available to you?
10. To what extent is quality television programming available to you?
11. To what extent are quality special entertainment events available to you?
12. To what extent are there nearby places available to you where you can meet persons of the opposite sex?

### Recreational Interest Index

1. To what extent are you interested in attending movies?
2. To what extent are you interested in using snacking facilities?
3. To what extent are you interested in using outdoor athletic facilities?
4. To what extent are you interested in using indoor athletic facilities?
5. To what extent are you interested in using hobby shops?
6. To what extent are you interested in using library facilities?
7. To what extent are you interested in using Army sponsored educational programs?
8. To what extent are you interested in going on sight-seeing tours?
9. To what extent are you interested in going to service clubs?
10. To what extent are you interested in watching television programs?
11. To what extent are you interested in attending special entertainment events?
12. To what extent are you interested in going to places where you can meet persons of the opposite sex?

Blada, P. R., Gitter, G. A., & D'Agostino, R. B. (1977). Enlisted men's perceptions of leader attributes and satisfaction with military life. Journal of Applied Psychology, 62, 43-49.

Description:

Assessed the relative degree of association between quality of Army life and perceived attributes of different types of leaders. Interviews with lower ranking enlisted personnel provided information about soldiers' satisfaction of various facets of military experience.

Sample:

N=130 soldiers.

Summary:

Analyzed 76 unstructured in-depth interviews with first term enlisted personnel. Regression analysis indicated that satisfaction with both the quality of Army life in general and leadership in particular were related more closely to perceived attributes of the originator of daily orders rather than to attributes of the giver of daily orders.

Measure:

A self-administered questionnaire in which respondents use a 0-100 scale ("satisfaction thermometer") for each of the 16 items plus a summary item to indicate their relative satisfaction with each item. The global measure asked "All things considered, how satisfied are you with your life in the Army at your present post?"

The 17 Quality of Army Life items were those used in a previous study by Holz and Gitter, 1974.

Bleda, P. R., & Hayes, J. R. (1978). Impact of REALTRAIN and conventional combined arms exercises on participant morale. (AD-A060 559). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research was undertaken to measure the reported effects on soldiers' morale of taking part in REALTRAIN Engagement simulation field exercises versus taking part in standard Army field training exercises.

Sample:

1,200 participants (22 REALTRAIN platoons, 9 ARTEP companies) filled out a questionnaire designed to measure various facets of job related motivation and satisfaction. Half the members of each unit filled out the instrument before the training exercise, the other half afterward.

Measure:

Factor analysis was used to compute factor scores on the following nine morale dimensions.

Exercise-specific dimensions of motivation/ satisfaction

1. combat conditions (3 items),
2. training programs (2 items),
3. self improvement (2 items) and
4. leadership improvement (6 items).

Job satisfaction:

1. military work role (7 items),
2. career intentions (2 items),
3. leadership (3 items).

Unit cohesiveness:

1. esprit de corps (7 items),
2. unit conduct (6 items).

Moderate to high levels of internal consistency had been shown previously for these dimensions. Alpha ranged from .70 to .92. The discriminant validity of these dimensions also had been shown using military personnel who were known to vary in terms of their morale.

Mean factor scores are graphically depicted.

Items were not reproduced.

Brown, G. L. (1989). Relationships of family satisfaction to satisfaction with the military way of life among soldiers. (AD-A219 901). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

Investigates the relationship between soldier satisfaction with the environment for families in the army and satisfaction with the military way of life.

Sample:

Report is based on a secondary analysis of the responses of a stratified random sample of 9,198 U.S. Army personnel. The sample participated in the 1985 DoD worldwide Survey of Officer and Enlisted Personnel.

Summary:

Results suggest that satisfaction with the environment for families in the Army was a significant predictor of overall satisfaction for four of the twelve service sub-groups [including a) enlisted members married to other military members with no children, b) enlisted members married to other military members with children, c) enlisted members married to civilian spouses with children, and d) officers married to civilian spouses with children].

Results supported the major prediction of the research: the more satisfaction members have with the environment for families in the army, the greater their satisfaction with the military way of life.

Measure:

The dependent variable "satisfaction with the military way of life" was assessed by a single item measured on a seven point Likert scale ranging from 1 for very dissatisfied to 7 for very satisfied.

The independent variable "satisfaction with the environment for families" was also assessed by single item which was included in a list of 18 items associated with different issues peculiar to the military way of life. This was a five point Likert scale. Response choices ranged from 1 for very satisfied to 5 for very dissatisfied.

Standard deviations were computed for different sub-groups for both the environment for family and overall military way of life variables. For the overall military way of life variable, the mean values range from 4.20 (1.76 SD) to 4.73 (1.61 SD) for enlisted personnel. For officers the mean values range from 5.08 (1.59 SD) to 5.27 (1.42 SD).

Borman, W. C., & Bleda, P. R. (1978). Measuring motivation and job satisfaction in a military context. (AD-A060 879). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

The goal of this research was to select, pre-test and validate for potential military use available civilian measures of motivation and job satisfaction. A variety of questionnaires, inventories, and rating scales were field tested.

Sample:

Field testing of measure used 466 enlisted soldiers stationed in Korea. A replication field test included 614 soldiers stationed in Germany.

Measure:

Factor analysis of the results showed 6 distinctly separate constructs:

1. motivation,
2. overall satisfaction with the Army,
3. satisfaction with the job,
4. satisfaction with superiors,
5. satisfaction with co-workers and
6. satisfaction with pay.

The 19 scales or variables listed below best represented the six factors:

Motivation

Valences times expectancies items  
Self rating of effort  
Patchen Motivation Scale  
Sears kind of work  
Survey of Organizations (SOO) satisfaction with the job  
Brayfield-Rothe job satisfaction  
Job Descriptive Index (JDI) work  
Cureton job satisfaction

Overall satisfaction with the Army

Cureton job satisfaction  
Satisfaction with the Army as a whole  
Prior expectations  
SOO overall satisfaction

Satisfaction with superiors

SOO supervisory support  
JDI supervision  
Sears supervision



Satisfaction with co-workers

SOO peer support

JDI co-workers

SOO Single item measure of satisfaction with co-workers

Satisfaction with pay

SOO satisfaction with pay

JDI pay

Items were not reproduced.

Department of Military Psychiatry. (March 1986). New Manning System Field Evaluation (Technical Report No. 2, Appendix A: "Soldier Will" Survey). Status Report - Griffith, J. Washington, DC: Walter Reed Army Institute of Research.

Description: Information bearing on the first, second, and third iterations of the "Soldier Will" survey questionnaire administered as part of the evaluation of the New Manning System.

Sample: Administered to sixteen battalions and sixteen independent companies and more than 2800 soldiers (exact sample sizes not clear).

Measure: "Soldier Will" survey contains several scales:

Company Combat Confidence Scale -  $\alpha = .91$   
Senior Command Confidence Scale -  $\alpha = .94$   
Small-Unit Command Confidence Scale -  $\alpha = .87$   
Concerned Leadership Scale -  $\alpha = .88$   
Sense of Pride Scale -  $\alpha = .84$   
Unit Social Climate Scale -  $\alpha = .86$   
Unit Teamwork Scale -  $\alpha = .83$

Means and standard deviations are available for each item, but not for scales.

Department of Military Psychiatry. (March 1986). New Manning System Field Evaluation (Technical Report No. 2, Appendix A: "Soldier Will" Survey). Status Report - Griffith, J. Washington, DC: Walter Reed Army Institute of Research.

Company Combat Confidence Scale Items

- P1. This company is one of the best in the Army.<sup>a</sup>  
P3. The officers in this company really seem to know their stuff.<sup>a</sup>  
P4. I think this company would do a better job in combat than most other Army units.<sup>a</sup>  
P19. I have real confidence in our company's ability to use our weapons.<sup>a</sup>  
P20. I think the level of training in this company is very high.<sup>a</sup>  
P32. I think we are better trained than most other companies in the Army.<sup>a</sup>  
P33. The officers in this company would lead well in combat.<sup>a</sup>  
P34. The NCOs in this company would lead well in combat.<sup>a</sup>  
P35. Soldiers in this company have enough skills that I would trust them with my life in combat.<sup>a</sup>  
P18. I have a lot of confidence in our weapons.<sup>a</sup>  
P21. If I have to go into combat, I have a lot of confidence in myself.<sup>a</sup>  
U2. How would you describe your company's readiness for combat?<sup>b</sup>  
U3. How would you describe your fellow soldier's readiness to fight if and when it is necessary?<sup>b</sup>  
U13. How much confidence do you have in your unit's major weapons systems (tanks, APCs, and so on)?<sup>b</sup>  
U14. How would you rate your own skills and abilities as a soldier (using your weapons, operating and maintaining your equipment, and so on)?<sup>b</sup>  
U17. How would you describe the condition of your unit's major weapons systems (tanks, APCs, and so on)? In other words, what kind of shape are they in?<sup>c</sup>  
U5. In the event of combat, how would you describe your confidence in your Company Commander?<sup>b</sup>

Note. N = 2537; Total N possible = 2809 (% of missing cases = 9.7). Cronbach's alpha coefficient for the scale = .91.

<sup>a</sup> Responses ranged from "strongly disagree" (1) to "strongly agree" (5)

<sup>b</sup> Responses ranged from "very low" (1) to "very high" (5).

<sup>c</sup> Responses ranged from "very bad" (1) to "very good" (5).

Senior Command Confidence Scale Items

How would you describe your confidence in the tactical decisions of the following:<sup>a</sup>

- U8. your Battalion Commander?  
U9. your Brigade Commander?  
U10. your Division Commander?  
U11. your Corps Commander?  
U12. the Army General Staff?

Note. Listwise deletion was employed, N = 2660; Total N possible = 2830 (% of missing cases = 6.1). Cronbach's alpha coefficient for the scale = .94.

\* Responses to all items ranged from "very low" (1) to "very high" (5).

#### Small-Unit Command Confidence Scale Items

S18. My squad leader knows his (her) stuff.<sup>a</sup>

S19. My platoon sergeant knows his (her) stuff.<sup>a</sup>

S20. My platoon leader knows his (her) stuff.<sup>a</sup>

S21. If we went to war tomorrow, I would feel good with my squad.<sup>a</sup>

S22. If we went to war tomorrow, I would feel good with my platoon.<sup>a</sup>

S25. NCOs in my company are the kind I would want to serve under in combat.<sup>a</sup>

S24. Officers in my company are the kind I would want to serve under in combat.<sup>a</sup>

In the event of combat, how would you describe your confidence in the following:

U4. your platoon leader?<sup>b</sup>

U5. your Company Commander?<sup>b</sup>

U6. your crew/squad members?<sup>b</sup>

U7. yourself?<sup>b</sup>

Note. Listwise deletion was employed, N = 1771; Total N possible = 1922 (% of missing cases = 7.9). Cronbach's alpha coefficient for the scale = .87

\* Responses ranged from "strongly disagree" (1) to "strongly agree" (5).

<sup>b</sup> Responses ranged from "very low" (1) to "very high" (5).

#### Concerned Leadership Scale Items<sup>a</sup>

S11. My platoon sergeant talks to me personally outside normal duties.

S12. My platoon leader talks to me personally outside normal duties.

S13. The company commander talks to me personally outside normal duties.

S14. My officers are interested in my personal welfare.

S15. My NCOs are interested in my personal welfare.

S16. My officers are interested in what I think and how I feel about things.

S17. My NCOs are interested in what I think and how I feel about things.

S28. My chain-of-command works well.

P26. My superiors make a real attempt to treat me as a person.

Note. Listwise deletion was employed, N = 1799; Total N possible = 1922 (% of missing cases = 6.4). Cronbach's alpha coefficient for the scale = .88.

\* Responses to all items ranged from "strongly disagree" (1) to "strongly agree" (5).

#### Sense of Pride Scale Items<sup>a</sup>

- F1. I am proud to be in the Army.
- F2. I am proud of my company.
- F3. I really feel that I belong in my company.
- F4. I am an important part of my company.
- F10. What I do in the Army is worthwhile.
- F13. On the whole, the Army gives me a chance to "be all I can be."
- F14. The equipment of the American Army is better than that of the Russian Army.
- F15. My company will play a part in winning future conflicts.

Note. Listwise deletion was employed, N = 2701; Total N possible = 2809 (% of missing cases = 3.9). Cronbach's alpha coefficient for the scale = .84.

<sup>a</sup>Responses to all items ranged from "strongly disagree" (1) to "strongly agree" (5).

#### Unit Social Climate Scale Items

- P24. Most of the people in this company can be trusted.<sup>a</sup>
- P25. I want to spend my entire enlistment in this company.<sup>a</sup>
- P2. People in this company feel very close to each other.<sup>a</sup>
- P29. I like being in this company.<sup>a</sup>
- P30. In this company, you don't have to watch your belongings.<sup>a</sup>
- P31. In this company, people really look out for each other.<sup>a</sup>
- S7. I can go to most people in my squad for help when I have a personal problem, like being in debt.<sup>a</sup>
- S8. I can go to most people in my platoon for help when I have a personal problem, like being in debt.<sup>a</sup>
- S9. Most people in my squad would lend me money in an emergency.<sup>a</sup>
- S10. Most people in my platoon would lend me money in an emergency.<sup>a</sup>
- P9. I spend my after-duty hours with people in this company.<sup>a</sup>
- P10. My closest friendships are with the people I work with.<sup>a</sup>
- P17. I would go for help with a personal problem to people in the company chain.<sup>a</sup>
- U15. How would you describe our unit's togetherness, or how "tight" are members of your unit?<sup>b</sup>
- U18. How would you describe the relationships between officers and the enlisted in your unit?<sup>c</sup>

Note. Listwise deletion was employed; N = 1705; Total N possible = 1922 (% of missing cases = 11.3). Cronbach's alpha coefficient for the scale = .86.

<sup>a</sup>Responses ranged from "strongly disagree" (1) to "strongly agree" (5).

<sup>b</sup>Responses ranged from "very low" (1) to "very high" (5).

<sup>c</sup>Responses ranged from "very bad" (1) to "very good" (5).

Unit Teamwork Scale Items\*

- F5. There is a lot of teamwork and cooperation among soldiers in my company.
- F6. Officers most always get willing and whole-hearted cooperation from soldiers.
- F7. NCOs most always get willing and whole-hearted cooperation from soldiers
- F8. Outside normal company duties, soldiers in my company would do most anything for their officers.
- F9. Outside normal company duties, soldiers in my company would do most anything for their NCOs.

Note. Listwise deletion was employed,  $N = 2760$ ; Total  $N$  possible = 2809 (% of missing cases = 1.7). Cronbach's alpha coefficient for the scale = .83.

\*Responses to all items ranged from "strongly disagree" (1) to "strongly agree" (5).

Etheridge, R. M. (1989). Family factors affecting retention: A review of the literature. (AD-A210 506). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This report summarizes and critiques prior research linking family factors to soldier retention over the last 15 years.

Summary:

Research shows a consistent relationship between spouse support for the military career and both career intent and actual retention behavior. The more positive and supportive the spouse, the greater the likelihood of the soldier remaining in the military. Soldier satisfaction with the military as a good place to raise the family, degree of organizational commitment and satisfaction with military life are also related to retention.

Measures not described.

Gal, R., & Manning, F. J. (1987). Morale and its components: A cross-national comparison. Journal of Applied Social Psychology, 17, 369-391.

Description:

An examination of responses of U.S. soldiers who were administered an English version of a questionnaire widely used in the Israeli Defense Forces to assess morale, cohesion, and soldier perception of unit readiness for combat.

Sample:

Two U.S. Army armored cavalry squadrons (total N=660), one stationed on the East German border (N=274) and one in the continental U.S. (N=386). Comparable sample of soldiers in the Israeli Defense Forces (N=1270) stationed on the Lebanon border.

Measure:

The Combat Readiness Morale Questionnaire is one of the most frequently used questionnaires in the IDF. There are 31 items; answers are on 5-point Likert scales. Factor analyses showed that all three data sets were organized around a group factor (Unit morale, cohesion), a leadership factor (Confidence in Senior Commanders), and two individual factors, one personal (Worries) and one professional (Soldiery/Competence).



Gal, R., & Manning, F. J. (1987). Morale and its components: A cross-national comparison. Journal of Applied Social Psychology, 17, 369-391.

Combat Readiness Morale Questionnaire

1. What is the level of morale in your company?
2. How would you describe your company's readiness for combat?
3. How would you describe the condition of your unit's major weapon system (Tanks, APC's, etc.)? What kind of shape are they in?
4. How would you describe your friends' readiness to fight, if and when it is necessary?
5. In the event of combat-how would you describe your confidence in your platoon leader?
6. In the event of combat-how would you describe your confidence in your troop\* commander?
7. In the event of combat-how would you describe your confidence in your crew/squad members?
8. In the event of combat-how would you describe your confidence in yourself?
9. In your opinion, what is the probability that your unit will be in combat during the next year?
10. How would you describe your confidence in the tactical decisions of your Squadron\*\* Commander?
11. How would you describe your confidence in the tactical decisions of your Brigade Commander?
12. (no comparable item in the American questionnaire)
13. How would you describe your confidence in the tactical decisions of your Corps Commander?
14. How would you describe your confidence in the tactical decisions of the Army General Staff?
15. How familiar are you with the General Defense Plan (GDP) of your unit (in regard to terrain)?
16. How familiar are you with the General Defense Plan (GDF) of your unit (in regard to location of friendly forces)?
17. How familiar are you with the General Defense Plan (GDP) of your unit (in regard to location of enemy forces)?
18. How familiar are you with the General Defense Plan (GDP) of your unit (in regard to expected missions)?
19. How much of the time does your unit spend on useful training?
20. How much confidence do you have in your unit's major weapon system (tanks, APC's, etc.)?
21. How would you rate your own skills and abilities as a soldier (using your weapons, operating and maintaining your equipment, etc.)?
22. In general, how would you rate yourself as a soldier?
23. In general, how would you rate the Warsaw-Pact soldiers?
24. How would you describe your unit togetherness in terms of the relationships among its members?
25. How would you describe the relationships between the officers and the men in your unit?
26. To what extent do you worry about what might happen to you personally, if and when your unit goes into combat?

27. How often do the soldiers talk to each other about these worries?
28. How often do your leaders talk to their troops about possible wartime issues?
29. How much stress do you typically undergo because of separation from family/wife/girlfriend due to field training?
30. How much of a contribution do you feel you are making to the security of the United States by serving in the Army?
31. What is the level of your personal morale?

All items measured on 5-point Likert type scales.

\*Troop- company-size unit. \*\*Squadron- battalion-size unit.

Kerner-Hoeg, S. E., & O'Mara, F. E. (1981). Commanders' Assessment of Unit Effectiveness Measures. (AD-P001 339). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

The purpose of this research was to investigate how unit effectiveness is assessed in the Army.

Sample:

Senior Army commanders.

Measure:

Officer's perceptions of existing standard Army measures of battalion effectiveness were measured. These measures were of three types: 1) command indicators, 2) readiness measures, and 3) personal judgements of subordinate Army leaders.

The command indicators were found to have the least perceived validity and utility for Army leaders while personal judgements and readiness measures were weighted significantly higher for their credibility in assessing battalion effectiveness.

Kirkland, F. R., Raney, J. L., & Hicks, J. M. (1984).  
Reenlistment in the U.S. Army Reserve. (AD-A168 686 ARI  
Technical Report 641). Alexandria, VA: U.S. Army Research  
Institute for the Behavioral and Social Sciences.

Description:

Provides information for Army Personnel Managers concerning motivational and other factors which influence reenlistment intentions of U. S. Army Reservists in Troop Program Units.

Sample:

A mail survey was conducted in 1978 with the resulting representative sample of 892 reservists.

Measure:

Measured the reenlistment intentions and specific characteristics of the reservists, the reserve unit and the reserve experience.

Five factors accounted for 60% of the total variance using the 26 items most highly related to reenlistment intent. These factors are called:

1. job satisfaction,
2. prestige,
3. interference-facilitation,
4. social utility and
5. supervisor-subordinate relationships.

Kirkland, F. R., Raney, J. L., & Hicks, J. M. (1984).  
Reenlistment in the U.S. Army Reserve. (AD-A168 686 ARI  
Technical Report 641). Alexandria, VA: U.S. Army Research  
Institute for the Behavioral and Social Sciences.

1. Being in the Army Reserve interferes seriously with my home life (3)
2. Being in the Army Reserve is a chance to do something important (4), (2)
3. Being in the Army Reserve helps me to better myself (4)
4. Being in the Army Reserve is fun (4)
5. My reserve duties interfere with my civilian job (3)
6. Being in the Army Reserve is an interesting change (4)
7. My reserve job is interesting (most of the time) (1)
8. My work in the Army Reserve is important (has meaning and purpose most of the time) (1)
9. Being in the Army Reserve gives me a feeling of belonging (4)
10. I am satisfied with my present reserve job (most of the time) (1)
11. My reserve work uses my training, skill, knowledge (most of the time) (1)
12. My spouse or girlfriend/boyfriend resents the time that I spend at reserve meetings (~)
13. Being in the reserves helps me in my civilian career (2)
14. Being a part of something important was important to me when I enlisted in the Army Reserve (2)
15. My parents are proud that I'm a Reservist (2)
16. My experiences in the Army Reserve have not lived up to my expectations (1)
17. Opportunity to see results of my work in the reserves is good (1)
18. Prestige of being a reservist was important to me when I enlisted in the Army Reserve (2)
19. My reserve work offers variety (chance to do different things) most of the time (1)
20. The recognition (credit given for work done) I receive is adequate (most of the time) (5)
21. Being in the Army Reserve is a chance to be with people I like (4)
22. A chance to learn something new and different was important to me when I enlisted in the Army Reserve (2)
23. My working association with my Reserve supervisor is generally good (5)
24. People don't reenlist in the Army Reserve because Reserve training is really dull (1, 3)
25. The new people coming into my unit are not the sort of people I want to associate with (3, 5)
26. The senior NCO in the unit looks out for the welfare of the soldiers most of the time (5)

Numbers in parentheses indicate the factor(s) on which the item loaded most strongly.

1-job satisfaction,

2-prestige,

3-social utility,

4-interference facilitation,

5-supervisor/subordinate relations.

Kimmel, M. J., & O'Mara, F. E. (1981). The measurement of morale. (AD-P001 340). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research was intended to construct and validate an organizational morale measure from aggregated unit members' satisfaction responses.

Sample:

The morale measure was administered at three different points in time to a sample of 55 battalions at six CONUS installations. The total sample consisted of 5,844, 6,182, and 6,875 individuals for waves 1, 2 and 3 respectively.

Measure:

The morale score for each battalion was generated by first averaging the battalion members' responses to the satisfaction items into a general satisfaction score for each individual and then averaging the general satisfaction scores for all battalion members.

The survey contained two sets of items. One set of items was composed of four items drawn from the Survey of Organizations and which measured individual satisfaction toward four organizational domains:

1. unit climate,
2. supervisors,
3. co-workers, and
4. job.

The second set of items contained 69 items which measured organizational climate on the four domains listed above.

The unit climate domain includes such areas as unit effectiveness, quality of communications, organizational standards and the orderliness and purposefulness of unit activities.

The supervisor domain measures various facets of leadership behavior including supervisory consideration, initiation of structure and leader planning ability.

The co-worker domain assesses levels of cohesion and motivation among unit members.

The job domain assesses various characteristics of unit members' jobs such as job pressure, job enrichment and levels of job responsibility.

Means and standard deviations for the scales broken down by grade levels (EM, NCO, Officers) are found in Appendix B of the report.

Kimmel, M. J., & O'Mara, F. E. (1981). The measurement of morale. (AD-P001 340). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Satisfaction climate

1. All in all, I am satisfied with the unit I am in.
2. All in all, I am satisfied with my supervisor.
3. All in all, I am satisfied with the persons in my work group.
4. All in all, I am satisfied with my job.

Climate items

Unit domain:

In my unit it is hard to get the equipment and tools I need to do my job.

My unit gets told about important event later than other units.

Scheduled events like training and inspections are canceled at the last minute.

The officers in my unit care about what happens to the individual soldier in my unit.

Excessive drinking is not a problem in my unit.

My unit does not have a drug problem.

Decisions are made in this unit after getting information from those who actually do the job.

My unit is respected on this post.

Meetings in this unit generally accomplish meaningful objectives.

Decisions are made in this unit at those levels where the most adequate information is available.

My unit is willing to try new or improved methods of doing work.

There is discrimination against minorities in this unit.

Rules in this unit are enforced.

There is discrimination against whites in this unit.

This unit places a high emphasis on accomplishing the mission.

The information I receive down through the chain of command is generally accurate.

I feel safe in my unit area.



What is your evaluation of the overall work effectiveness of your company/troop/battery (not effective to extremely effective).

Compared to all other units that you have ever served in how effective is your company/troop/battery (least effective to most effective).

How many improvements would it take to make this unit the most effective company/troop/battery that you have ever served in (many improvements to no improvements).

Supervisor domain:

My supervisor is willing to listen to my problems.

My supervisor encourages people to give their best efforts.

My supervisor gives me instructions that conflict with other information I get.

My supervisor makes us work a lot of unnecessary overtime.

When I am talking to my supervisor he doesn't pay attention to what I am saying.

My supervisor lets other supervisors interfere with my work group.

My supervisor puts suggestions by the members of the unit into operation.

My supervisor decides what shall be done and how it shall be done.

My supervisor makes sure his role in the company is understood by the men.

My supervisor gives us big jobs late in the day and wants them done before we leave work.

My supervisor insists that individuals follow standard operating procedures.

My supervisor lets individuals know what is expected of them.

My supervisor acts without consulting the men in the unit.

My supervisor refuses to explain his actions.

My supervisor treats the people who work for him fairly.

My supervisor tries to do his best.

Co-worker domain:

The soldiers in my unit let you know when they think you have done a good job.

Soldiers in my unit try to think of better ways of getting the job done.

Soldiers in my unit criticize guys who are goofing off.

Soldiers in my unit get along with each other.

The senior NCO's in my unit look out for the welfare of the individual soldier in my unit.

The members of my work group try to do their best.

Job domain:

My job gives me the chance to learn skills that are useful outside the Army.

In my job I can tell how well I am doing without other people telling me.

I know what I will be doing from day to day.

My job requires high level technical skills.

In my job I have more work to do than one person can handle.

My job lets me use my skills in training.

In my job I have to work extra hours.

My job lets me do the things I am good at.

My job keeps me too busy to take extra training programs.

My job gives me the feeling that I have done something important.

The pressures of my job spill over into my off-duty life.

I can see what my job has to do with others in my unit.

I have full responsibility for doing certain parts of my job.

My job leaves me feeling tired at the end of the day.

Army rules and regulations make it hard for me to do my job.

I get a sense of accomplishment from the work I do.

Workload and time factors are taken into consideration in planning our work group assignments.

I look forward to coming to work every day.

My job helps me to achieve my personal goals.

I want to contribute my best efforts to the unit's mission and my assigned tasks.

I have a good opportunity for advancement in this unit if I do a good job.

The job I have is a respected one.

I enjoy doing the type of work that my job requires.

I try to do my best.

How well do you know how to do your job?

Miscellaneous:

In general, I feel that I have gotten a fair deal from the Army.

My possessions are safe where I live.

Lakhani, H., Thomas, S., & Gilroy, C. (1985). Army European tour extension: A multivariate approach. Journal of Behavioral Economics, 14, 15-42.

Description:

An examination of factors influencing the decision of Army soldiers to extend their European tour of duty. Factors examined include both economic and noneconomic factors, such as job satisfaction, community life, perceptions of family wellbeing and happiness, housing conditions, recreational facilities and travel opportunities.

Sample:

Over 1,000 families stationed in 7 communities in Europe were surveyed with questionnaires administered separately to a representative sample of servicemen and their spouses. About 100 officers and 300 enlisted servicemen were retained for analyses.

Measure:

Five factors were identified for each of the sets of officer and enlisted samples:

<u>Officers</u>	<u>Enlisted Servicemen</u>
1. job satisfaction	1. job-family life satisfaction
2. general well being	2. community opportunities/support
3. satisfaction with family environment	3. spousal family satisfaction
4. travel	4. general well-being
5. facilities.	5. facilities

Officers

The job satisfaction factor loaded on the following items: (1) job satisfaction, (2) quality of leadership, (3) satisfaction with Army life, (4) quality of unit morale, (5) expectations of job satisfaction, (6) chances of promotion, (7) spouse's perception of military member's job satisfaction, (8) spouse's happiness.

The general well being factor loaded on the following items:

(1) How angry, (2) how sad, (3) how depressed, (4) how relaxed, (5) how much energy, pep, vitality.

The satisfaction with family environment factor loaded on the following items:

(1) spousal satisfaction with family life, (2) spousal perception "community gives me secure feeling", (3) satisfaction with Army life (job, mission, rules), (4) quality of marital relationship, (5) satisfaction with family life, (6) Army not good for family, (7) spouse perceptions of happiness, (8) recreation programs.

### Enlisted Servicemen

The job-family life satisfaction factor loaded on the following items:

(1) satisfaction with Army life, (2) expectations of job satisfaction, (3) quality of leadership, (4) job I like, (5) quality of unit morale, (6) chances of promotion, (7) community gives me secure feeling, (8) Army takes care of family.

The community opportunities/support factor loaded on the following items:

(1) enjoy foreign country, (2) expectations of chance to travel, (3) spouse's happiness, (4) ability to travel, (5) eat out, (6) number of friends, (7) satisfaction with family, (8) community not good for children, (9) attend religious services, (10) quality of marital relationship.

The spousal family satisfaction factor loaded on the following items:

(1) spousal satisfaction with Army life, (2) spouse's perception of happiness, (3) spouse perceptions of job satisfaction, (4) spousal opportunity to eat out, (5) spousal perceptions of recreational program, (6) spousal ability to travel new places, (7) spousal perception "community gives me secure feeling".

The general well-being factor loaded on the following items:

(1) How angry, (2) how depressed, (3) how sad, (4) how relaxed, (5) how much energy, pep, vitality.

Actual item wordings not reported.

Lakhani, H. (July 1988). The determinants of satisfaction with family life: An inter-disciplinary analysis of the US Army.

Description:

Data from the Army experience survey 1985 asked enlisted veterans about recollections of their levels of satisfaction with relationships with spouses and children if they were married during their Army service. Factor analyses were used and then factor scores and other control variables were used as predictors to explain satisfaction with relationships with spouse and children. The results suggest that variables from all three disciplines are significant in increasing job satisfaction in the Army. Levels of satisfaction with relationships with spouses and children are positively correlated.

Measure:

The variable "satisfaction with Army service" was developed from responses to the question "How satisfied are you with your Army service?" Responses were coded on a 4-point Likert scale: very satisfied, satisfied, dissatisfied, very dissatisfied. The author combined the first and the second responses to represent veterans who are generally satisfied with their Army service or jobs and the last two responses to indicate job dissatisfaction.

Lal, R. (1986). Model of employment decision making: An analysis of quit/stay decisions of junior Army officers. (AD-A201 844). Reston, VA: Engineering and Economics Research, Inc.

Description:

This research was intended to identify and assess the effect of factors which guide the decisions of junior Army officers to stay or quit the active force. The research was conducted using the statistical procedures known as two-stage and three-stage least squares regression.

Sample:

The regression equations were estimated using the Army portion of data from the 1985 DoD surveys of officers and enlisted personnel.

Data is available for 3,571 junior Army officers. Sample is restricted to officers who have spouses.

Summary:

This research shows that the two most important factors which affect the intentions of officers to serve in the Army are satisfaction with the military life and chances of promotion. Satisfaction with the military life in turn depends on good retirement and medical benefits, satisfaction with pay and allowances, education and recreation facilities, employment opportunity for spouses, working conditions, job security, commissary services and environment for the family. Research analyzed retention intentions of the officers and not their actual behavior.

Lal, R. (1986). Model of employment decision making: An analysis of quit/stay decisions of junior Army officers. (AD-A201 844). Reston, VA: Engineering and Economics Research, Inc.

Items predicting satisfaction with military life:

1. whether spouse is employed,
2. morale of military personnel at current location,
3. life in the military is about what it is expected to be,
4. family could be better off if officer took a civilian job,
5. retirement benefits,
6. job training,
7. in service education,
8. medical care,
9. personal freedom,
10. acquaintances and friendships,
11. pay and allowances,
12. environment for families,
13. frequency of moves,
14. opportunity to serve country,
15. satisfaction with current job,
16. promotion opportunities,
17. job security,
18. work/environmental conditions,
19. commissary services and satisfaction with recreation program.



Lockhart, D. C., Wagner, M., & Cheng, C. (1987). 1986 Early Career Satisfaction Survey: Analytic Report. (AD-A194 326). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This survey collected data on soldier's attitudes and job satisfaction as part of a longitudinal analysis of 1st term soldiers.

Sample:

556 soldiers who were respondents to an earlier ARI survey responded to a mailed questionnaire.

Measure:

Job satisfaction factors were created by adding together the answers to specific questions previously reported by Hackman and Oldham, 1975.

Horizontal bonding was measured by 5 items with 5 Likert-type responses for each item. These questions ask subjects about their bonding among immediate team members.

Means and standard deviations for job satisfaction factors:

<u>Factor</u>	<u>Mean</u>	<u>S.D.</u>
pay	4.15	1.74
security	4.52	1.75
social	4.93	1.57
supervision	4.03	2.03
growth	4.07	1.94

Lockhart, D. C., Wagner, M., & Cheng, C. (1987). 1986 Early Career Satisfaction Survey: Analytic Report. (AD-A194 326). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Items to measure general satisfaction were scored on a 7-point Likert scale, where 1-disagree strongly, 2-disagree, 3-disagree slightly, 4-neutral, 5-agree slightly, 6-agree, 7-agree strongly.

Generally speaking I am satisfied with this job (current duty assignment).

I frequently think of quitting this job (current duty assignment).

I am generally satisfied with the kind of work I do in this job (current duty assignment).

Most people on this job are very satisfied with the job (current duty assignment).

People on this job (current duty assignment) often think of quitting.

#### Job satisfaction factors.

Pay satisfaction factors included the following two items using a 7-point Likert scale from 1-extremely dissatisfied, 2-dissatisfied, 3-slightly dissatisfied, 4-neutral, 5-slightly satisfied, 6-satisfied, to 7-extremely satisfied.

The amount of pay and fringe benefits I receive and the degree to which I am fairly paid for what I contribute to this organization.

#### Security satisfaction:

The amount of job security I have

How secure things look for me in the future in the Army.

#### Social satisfaction:

The people I talk to and work with on my job,

The chance to get to know other people while on the job

The chance to help other people while at work.

#### Supervisory satisfaction:

The degree of respect and fair treatment I receive from my boss,

The amount of support and guidance I receive from my supervisor,

The overall quality of the supervision I receive in my work.

#### Growth satisfaction:

The amount of personal growth and development I get in doing my job,

The feeling of worthwhile accomplishment I get from doing my job,

The amount of independent thought and action I can exercise in my job,

The amount of challenge in my job.

Army satisfaction used a 5-point Likert scale from 1-strong negative effect, 2-negative effect, 3-no effect, 4-positive effect, to 5-strong positive effect.

Which answer best indicates what type of effect, if any, your Army service has on various aspects of your life?

Development of specific job skill that will be useful to you as a  
civilian,  
Self-confidence,  
Leadership ability,  
Ability to work with others as a team,  
Respect for authority,  
Pride in self,  
Openness to new ideas,  
Pride in serving your country,  
Ability to make friends,  
Establishing independence,  
Self-discipline.

Horizontal bonding uses a 1-5 Likert scale with 1-yes, very much, 2-yes, much, 3-somewhat, 4-no, little, 5-none at all, very little.

Do the soldiers in your unit make each other feel like doing a good job?

How well do the soldiers in your unit work together?

On the average, how well do the soldiers you work with do their jobs?

How many soldiers in your unit do you think are good soldiers?

How often do the members of your unit work hard to get things done?

Mael, F. A. (1989). Measuring Leadership, Motivation, and Cohesion Among U.S. Army Soldiers. (AD-A219 924). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

The purpose of this project was to develop measurement scales to use in determining and predicting small unit effectiveness as measured by success in simulated combat exercises.

Sample:

Questionnaires were administered in early 1989 to 259 platoon members and leaders. Questionnaire was administered a second time with 474 platoon members and leaders and somewhat revised scales.

Measure:

Scales were included for the following constructs:

1. platoon cohesion,
2. job involvement motivation,
3. identification with the Army, and two aspects of leadership:
4. initiating structure and
5. consideration.

Reliability estimates were virtually all satisfactory. Factor analysis revealed 11 one-dimensional scales or sub-scales.

Mael, F. A. (1989). Measuring Leadership, Motivation, and Cohesion Among U.S. Army Soldiers. (AD-A219 924). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

## Cohesion Scales and Statistics

### I. Horizontal Squad Member Cohesion

1. The soldiers in my platoon really care about each other
2. The soldiers in my platoon work well together as a team
3. The soldiers in my platoon hang out together
4. Platoon members work together to get the job done
5. Squad members in this platoon trust each other
6. When I face a difficult task other members of my platoon help out

### II. Horizontal Leader Cohesion

1. The leaders in this platoon trust each other
2. The leaders in this platoon really care about each other
3. The leaders in this platoon work together to get the job done
4. The leaders of this platoon do not get along with each other

## Soldier Motivation Scales and Statistics

### I. Job Involvement

1. My job helps me to achieve my personal goals.
2. I avoid taking on extra duties and responsibilities in my work with my unit
3. I used to be more ambitious about my work than I am now
4. I look forward to coming to work every day

### II. CTC Motivation

1. It really matters to me that we do well at the CTC
2. I put in extra effort to prepare for the CTC
3. I really don't care about how I perform at the CTC.

## Organizational Identification Scales and Statistics

1. When someone criticizes the Army, it feels like a personal insult
2. I'm interested in what others say about the Army
3. When I talk about the Army, I usually say we instead of they
4. The Army's successes are my successes
5. When someone praises the Army, it feels like a personal compliment.

## Leadership

### I. Initiating Structure Scale and Statistics

1. Maintains high standards of performance for our squad
2. Insists that we follow standard operating procedures (SOP)
3. Knows Army-tactics and war-fighting
4. Assigns group members to particular tasks
5. Takes full charge when emergencies arise

### II. Consideration Scale and Statistics

1. Treats us fairly
2. Looks out for the welfare of his people
3. Encourages us to work together as a team
4. Is friendly and approachable
5. Settles conflicts when they occur in the platoon

### III. Participative Leadership Scales and Statistics

#### A. Participative Leadership

1. Lets us help with planning the mission
2. Lets us have a lot of say in how we do our work
3. Permits us to use our own judgement in solving problems

#### B. Micromanagement

1. Personally supervises every detail of the platoon's work
2. Constantly checks up on what the platoon members are doing

### IV. Boss Stress Scales and Statistics

1. Becomes unpleasant with me when he is under pressure
2. Is constantly changing the directions he gives to me
3. Does not tell me what he expects from me
4. Shows favoritism within the platoon
5. He expects me to do too much in too little time.

### V. Upward Influence Scale and References

1. Gets along well with the people above him
2. Keeps the platoon in good standing with higher authorities
3. His word carries weight with superiors
4. Gets what he asks for from his superiors
5. Is well respected by fellow leaders
6. Is considered someone with a real future in the Army

Macpherson, D. H., Holmes, D. S., & Fugita, S. S. (1984). A Methodological Examination of Westbrook's (1980) Measure of Soldier Alienation. (AD-A145 535). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

Examined Westbrook's (1980) Measure of Soldier Alienation.

Measure:

Westbrook measured alienation with a 41 item questionnaire and measured military efficiency with commander ratings. The 31-item alienation scale had three theoretically specified dimensions: meaninglessness, cynicism, and isolation. Alpha for the entire instrument was .71 but alpha for the individual dimensions were .35, .57, and .54 respectively.

The isolation dimension was composed of the sub-scales due process, upward mobility, social responsibility, and respect for property. The cynicism scale was made up of life in general, Army life, and government. The meaninglessness scale was composed of life in general and life in the Army.

Summary:

The researchers concluded there is little reason to expect Westbrook's dimensions and sub-scales to be useful in further empirical work. It appears that the total scale has adequate internal consistency but that the dimensions and sub-scales do not. However, they suggest that Westbrook's individual questionnaire items should be considered for further methodological work.

Mangelsdorff, A. D., & Bell, R. (1988). Texas National Guard: Unit Climate Survey Pilot Project. (AD- A211 299). Fort Sam Houston, TX: Army Health Care Studies and Clinical Investigation Activity.

Measure:

Replication, revision and extension of Gal and Manning's unit climate survey.

Sample:

Survey responses were received from 90 subjects, who were training officers of the Texas National Guard units. There was a convenience sample.

Measure:

Unit climate surveys containing two modified scales were tested. The original items were rewritten to reflect unit concerns, e.g., the question that asked about the morale in your company was changed to the morale in your unit.

There are 21 items in the first scale.

The second scale was described as a Content scale of true/false items.



Mangelsdorff, A. D., & Bell, R. (1988). Texas National Guard: Unit Climate Survey Pilot Project. (AD- A211 299). Fort Sam Houston, TX: Army Health Care Studies and Clinical Investigation Activity.

Unit Climate Survey: Scale 1

same as Combat Readiness Morale Questionnaire (cf. Gal and Manning)

Unit Climate Survey: Scale 2 [Content scale of true/false items].

The NCOs are not harsh when they give orders.

It is hard to get a group of EM together for card games or other off-duty activities.

The unit gives passes easily.

EM don't talk much about their past.

EM put a lot of energy into what they do around here.

A lot of interesting things go on in this unit.

EM never know when an officer will ask to see them.

EM tend to hide their feelings from one another.

The more effective EM help the less effective ones .

It is clear how the skills being learned help EM to be good soldiers.

This unit is very strict about EM following the daily schedule.

EM tell each other about their personal problems.

A lot of EM just seem to be putting in their time without really working.

EM know when the commander will be inspecting the unit.

The EM have almost no say in the running of their facilities.

The EM perform details without being prodded.

The officers have very little time to encourage EM.

The unit commander very seldom gives AR15s.

EM activities are carefully planned.

EM are proud of this unit.

EM in this unit grip a lot.

The NCOs and officers try new ways of running this unit.

Things are sometimes very disorganized around here.

The NCOs and officers act on EM suggestions.

A person's differences are respected in this unit.

The NCO's and officers know what the EM wants.

Sometimes the EM are uncertain as to who is really running the unit.

EM facilities are not as neat as they should be.

Personal problems are openly talked about.

Men in this unit seem bored most of the time.

NCO's and officers argue on how to run the unit .

The work here is repetitious and boring.

If an EM breaks a rule he clearly knows what will happen to him.

Being in this unit helps a man to live up to his potential.

Very few EM have any responsibility in this unit.

In this unit EM can talk freely with their NCOs.

NCOs spend very little time talking with the EM.

This is a very well organized unit.

Discussions in the unit area are pretty interesting.

EM often criticize or joke about their NCOs or officers.

There is frequent turnover of NCOs and officers in this unit.

People are always changing their minds here.

The unit is strict about EM leaving the unit area without saying where they are going.

In this unit it is hard to tell how EM are feeling.

EM are told how their work or training will help them in the future.

EM who break minor unit regulations are punished for it.

EM often do things together during off-duty hours.

Nobody ever volunteers around here.

It's okay to act a little different around here.

Officers sometimes don't show up when they are supposed to.

There is very little sharing of things among the men.

EM are pretty busy all of the time.

Activities on some days are quite different than on others.

EM never know when they will be transferred from this unit.

Men feel more capable now than when they first entered the unit.

EM are expected to take leadership in the unit.

EM tend to hide their feelings from the NCOs and officers.

Each EM is treated differently in this unit depending upon his problems.

EM are encouraged to learn new ways to do things.

Obeying rules in this unit seem to be more important than getting the work done.

NCOs and officers help the men to get oriented to the unit.

The day room is often messy.

EM don't do anything around here unless they are ordered to.

NCOs tell EM when they do a good job.

NCOs are constantly checking on the men and supervising them very closely.

EM are rarely kept waiting when they ask to see their NCOs and officers.

It takes a long time for EM to get to know one another in this unit.

The NCOs and officers set the example for neatness and orderliness.

It's not safe for EM to discuss their personal problems around here.

EM here really try to improve and learn.

The NCOs sometimes argue amongst themselves.

Unit rules and policies are constantly changing.

EM are encouraged to think and act for themselves.

NCOs and officers go out of their way to help EM.

EM around care about each other.

NCOs encourage EM to talk about their work problems.

Fighting among EM almost always results in punishment.

Men are ridiculed in front of others.

Regulations in the unit are clearly understood by the EM.

NCOs and officers discourage criticism.

NCOs get chewed out in front of their men.

Hours of work are very irregular.

EM individual talents are recognized.

Officers and NCOs expect too much of the men.

How much morale is there in your unit (1-extremely high morale, 7-extremely low morale).

How much organization/disorganization is there in your unit (1-extremely well organized, 7-extremely disorganized)?

Manning, F. J., & Fullerton, T. D. (1988). Health and well-being in highly cohesive units of the U.S. Army. Journal of Applied Social Psychology, 18, 503-519.

Description:

Examined the hypothesis that military units high in unit cohesion should provide their members both significant protection from physical and mental illness and high levels of job satisfaction.

Sample:

Mailed questionnaires to:

1. two full battalions of A-team soldiers (N=92) and four companies of Special Forces support troops (N=84) stationed at a large East Coast Army post,
2. 534 members of a single airborne infantry battalion (three waves of data collection over a five-month period; each received one-third of the questionnaire items), and
3. 335 of 800 randomly selected members of a mechanized infantry division.

Measure:

Army Satisfaction Inventory - 60-item scale with 8 subscales developed by Datel (1978). Alpha ranged from .59 to .81 for the subscales. Scores can range from 60 to 300. Mean values ranged from 184 to 207 (median = 193).

Command Climate Survey - 15-item yes-no scale assesses respondents' satisfaction with various aspects of their unit's functioning (leadership, training, equipment, teamwork, communications). It is intended to tap vertical cohesion.

Alpha=.69. Ranges of mean values for subscales:

<u>Subscale</u>	<u>Range</u>
Communication/Decisions	1.8 - 3.1
Training / Equipment	1.3 - 1.7
Team or Section	1.1 - 1.8
Leader/ Led Relations	2.9 - 4.1
Overall Command Climate	6.0 - 8.8

Items not reported.

Manning, F. J., & Ingraham, L. H. (November 1983). A investigation into the value of unit cohesion in peacetime. (WRAIR NP-83-5). Washington, DC: Walter Reed Army Institute of Research.

Description:

Developed battery of interview questions to test unit cohesion.

Sample: 37 people in each of 20 battalions visited by the Inspector General in the course of a 9 month period, including 15 randomly selected junior enlisted officers, and 2 company commanders.

Measure:

14 items in junior enlisted officer interview, 19 items in company commander interview. Model responses were developed to serve as standards for high (+1), neutral (0) and low (-1) cohesion answers. All verbal responses were coded into one of these three categories. The individual's score is the algebraic sum across all items, and the battalion score is the sum total accumulated across all ranks, positions, and questions.

The rank-order correlation between unit cohesion scores and battalion performance was .81.

Manning, F. J., & Ingraham, L. H. (November 1983). An investigation into the value of unit cohesion in peacetime. (WRAIR NP-83-5). Washington, DC: Walter Reed Army Institute of Research.

Table 1A: Questions asked of 15 randomly selected junior enlisted soldiers in each of 20 battalions

1. How do you like being in this unit?
2. How do you like the guys in your squad?
3. Who do you spend time with after duty hours, besides wife or girlfriend?
4. Is there much mixing of races after duty, or do the blacks tend to hang with blacks, whites with whites, and so on?
5. Is your squad leader ever included in after duty activities
6. Do you like the work you're doing
7. Who would you go to first if you had a personal problem, like being in debt?
8. Is there anyone in your squad you might lend money in an emergency?
9. Do the officers in the Co seem to know their stuff?
10. How often, aside from meetings, does your Plt Sgt talk with you personally?
11. How often, aside from meetings, does your Plt leader talk with you personally?
12. How often, aside from meetings, does the CO talk with you personally?
13. Do the NCOs in the Co seem to know their stuff?
14. If we went to war tomorrow, would you feel confident going with this unit or would you rather go with another?

Table 1B: Questions asked of 2 company commanders in each of 20 battalions.

1. How do you like being in this unit?
2. How do you like the soldiers in your company?
3. How do you like the NCOs in your company?
4. How often do you see people from the Company after duty hours; for anything, business or pleasure?
5. Who do you spend time with after duty hours, besides your family?
6. What do you do to reward outstanding performance by your Co?
7. Is there anyone in the company you might lend money in an emergency?
8. Are there any "duds" in the Co?
9. Do the officers in this Bn seem to know their stuff?
10. How often do you talk with the Bn Cdr outside of taking care of business?
11. Do the NCOs in this company seem to know their stuff?
12. Who would you go to first if you had a personal problem, like being in debt?
13. What is the Company's peacetime mission?

14. What actions have you taken to produce or maintain Company unity and team feelings?
15. If we went to war tomorrow, would you feel confident going with this unit, or would you rather go with another?
16. Can you name all your squad leaders from memory?
17. How many Co parties or social events have taken place in the last three months?
18. Do you have teams in community sports leagues?
19. Has any part of the co been involved as a unit, in any community projects of any sort in the last 6 months (e.g. a Fest, DYA), on or off duty?

Olson, D. M., & Borman, W. C. (1987). Development and field tests of the Army Work Environment Questionnaire. (AD-A182 078). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

A 14-dimension environmental taxonomy containing variables that had both a facilitating and inhibiting influence on soldier performance was identified through application of a critical incident methodology. A 110-item Army Work Environment Questionnaire (AWEQ) was developed to measure these job- and climate-oriented dimensions.

Sample:

About 1,300 Army enlisted personnel from nine military jobs.

Measure:

Factor analysis yielded five factors, using 38 items.

1. Resources and equipment,
2. Support (individual/job),
3. Skills Utilization,
4. Perceived job importance,
5. Unit cohesiveness and cooperation.

Factors 2, 4, and 5 are climate-oriented.

Items loading on the climate factors included:

Support - Items 14, 48, 68, 71, 80, 94, 96, 104, 108  
(Alpha=.82)

Perceived job importance - Items 19, 41, 52, 75, 87, 107  
(Alpha=.66)

Unit cohesiveness - Items 21, 29, 81, 100 (Alpha=.71)

Olson, D. M., & Borman, W. C. (1987). Development and field tests of the Army Work Environment Questionnaire. (AD-A182 078). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Unit cohesiveness/ cooperation items

- 21. Other personnel give you the cooperation that you need to complete assignments.
- 29. If you need help, you can depend on your co-workers to help you perform your required job tasks.
- 81. The soldiers in your work group help each other out when they have personal problems.
- 100. You can rely on your work group to help you out on the job during difficult times.

Responses:

- 1 Very seldom or never
- 2 Seldom
- 3 Sometimes
- 4 Often
- 5 Very often or always



Palmer, R. L., Gividen, G. M., & Smootz, E. R. (December 1984).  
Development of the Commander's Unit Analysis Profile (CUAP).  
(ADA1630896XSP (Research Report 1386). Alexandria, VA: U.S.  
Army Research Institute for the Behavioral and Social  
Sciences.

Description:

The CUAP questionnaire is a diagnostic tool for providing Army commanders of company size units with knowledge of their enlisted soldiers' attitudes in a variety of areas. It consists of an 88-item questionnaire covering 21 general topics. The questionnaire can be completed in about 15 minutes, and can be read by soldiers with minimal reading skills. Only areas over which commanders exercise some control are covered. There are 2 graphical unit profiles.

Sample:

Approximately 100 company sized units and about 5,000 soldiers from FORSCOM and Europe.

Measure:

The test-retest reliability of the CUAP was .78. Based upon unit scores it was .90.

The 21 areas:

1. officer leadership
2. NCO leadership
3. immediate supervisor leadership
4. leadership concern for soldier welfare
5. promotion policy
6. rewards and corrective actions
7. leave and pass policies
8. quality of training
9. tools, equipment and supplies
10. job satisfaction
11. freedom from harassment
12. military courtesy and discipline
13. race relations
14. unit cohesiveness
15. sports activities
16. social activities
17. freedom from alcohol/drug related problems
18. food
19. confidence in unit
20. morale
21. reenlistment potential

Rakoff, S. H., Adelman, L., & Mandel, J. S. (1987). Quantitative model of the considerations determining enlistment and reenlistment behavior. (AD-A192 029). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research was intended to improve understanding and modeling of the decisions to reenlist in the Army or to leave for civilian jobs and school. A model of the reenlistment decision was developed and tested using three pilot group sessions.

Sample:

Soldiers in focus group sessions.

Measure:

Attitudinal belief and evaluation scales were developed for the following four attributes,

1. annual pay and benefits,
2. job satisfaction,
3. serving one's country, and
4. satisfaction with lifestyle.

The normative belief and motivation to comply scales were developed for three reference groups: spouse, parents and peers (friends and co-workers).

The global affective component was operationalized using a semantic differential and additional questions based on previous Army reenlistment survey instruments.

The analysis of pilot test data indicated that the three components predicted reenlistment intent in the following rank order--affect, attitudinal and normative. The affective component is believed to be related to the correspondence between Army experience and the soldier's expectations at entry.

Rakoff, S. H., Adelman, L., & Mandel, J. S. (1987). Quantitative model of the considerations determining enlistment and reenlistment behavior. (AD-A192 029). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Affect questions:

From a purely emotional perspective, how satisfied or dissatisfied would you feel if you reenlisted in the Army at the end of your current term of service?

Taking all things together, how satisfied or dissatisfied are you with the Army as a way of life?

How pleased or displeased would you feel if you reenlisted in the Army at the end of your current term of service?

The following items use 11-point semantic differential scales ranging from 0=very,very low to 10=very,very high

Satisfaction with pay factor

How satisfied are you with:

- basic pay
- (allowances for) food and housing
- health care
- retirement

Job satisfaction factor:

- like/dislike my job
- job is challenging/dull
- am learning skills
- supervisor is good/bad
- I am treated fairly at work
- I have opportunities for promotion
- Work is too hard/too easy

Serving my country factor:

- doing work that is important to the nation
- accepting risk to your life in defense of the country
- fulfilling obligation to country

Quality of life factor:

- location
- housing quality
- recreation facilities
- family life
- freedom
- structure of life

### Soldier Scales

#### Unit Personnel Support

(Response alternatives: very seldom or never, seldom, sometimes, often, very often or always)

- e. You get recognition from leaders for the work you do.
- k. Your supervisor's enthusiasm for the Army inspires you to perform the best you can.
- l. Discipline is administered fairly.
- m. Soldiers help each other out when they have personal problems.
- n. when you or someone you work with has a personal problem, your supervisor is willing to listen.

#### Unit Supervisor Support

(Response alternatives: very seldom or never, seldom, sometimes, often, very often or always)

- o. When you or someone you work with has a family problem, your supervisor is willing to listen
- p. Your supervisors shows a real interest in the welfare of families.
- q. Your supervisor allows soldiers time off for urgent family matters (example, medical care).
- r. Your supervisor allows soldiers time off for non-urgent family matters (example, family activities).

#### Work Predictability

(Response alternatives: very seldom or never, seldom, sometimes, often, very often or always)

- c. At the start of the duty day you do not know when you will leave work at the end of the day.
- d. You are kept at work beyond normal duty hours.
- f. After you leave work at the end of the day, you are called back for an additional detail.
- g. You have to cancel leave or important personal/family plans because of your work requirements.
- h. Changes in job procedures are introduced with little or no explanation.
- i. You are sent to a field training exercise or TDY without adequate prior notification.

#### Work Motivation

(Response alternatives: very seldom or never, seldom, sometimes, often, very often or always)

- a. Your skills and abilities are needed for getting the job done.
- b. Soldiers are encouraged to develop new ways of doing things.
- j. You are assigned work that is not valuable to the Army.

### Unit Leader Family Support

- a. The leaders of my unit encourage unit-wide family activities.
- b. The leaders of my unit know about Army family programs.
- c. If war broke out, the leaders of my unit would be concerned about the welfare of their soldiers' families.

### Unit Morale

- Q21a. What is the level of morale in your unit? (Response alternatives: very low, low, moderate, high, very high, does not apply: my unit would not be used in a combat situation)
- Q22a. I am proud of my unit. (Response alternatives: strongly disagree, disagree, can't say, agree, strongly agree, does not apply).
- Q22c. My superiors make a real attempt to treat me as a person (Response alternatives: strongly disagree, disagree, can't say, agree, strongly agree, does not apply).

### Unit Combat Confidence

- 21b. In the event of combat, how would you describe your confidence in your unit members?
- 21c. How would you describe your unit's readiness for combat?
- 22d. The officers in this unit would lead well in combat.
- 22e. The NCOs in this unit would lead well in combat.
- 22f. The soldiers in this unit have enough skills that I would trust them with my life in combat.

### Unit Readiness Rating Scales

Cohesion and Teamwork -- "On a scale of 1 to 7, how ready are your unit's members to work together effectively?"

Care and Concern for Families -- Does your unit provide care and concern for the families of its personnel?

Care and Concern for Soldiers -- Does your unit provide care and concern for its soldiers?

Leadership -- How ready are your unit's officers and NCO's to lead the unit?

Mission Performance -- How ready is your unit to demonstrate it can perform its mission?

### Soldiering

(Response alternatives: Very important, important, not very important, not at all important).

How important is each of the following to you personally?

- a. Exhibiting excellent military bearing and appearance.
- b. Being an excellent all-around soldier.
- c. Being an outstanding leader.
- d. Being disciplined and courageous in battle.

## The Respondent and the Army

### Work Satisfaction

(Response alternatives: Very good, good, neither good nor bad, bad, very bad, does not apply, don't know)

- a. Your opportunities for advancement.
- b. your pay
- c. your retirement benefits
- d. type of work you do
- e. your treatment by supervisors
- f. opportunities to make use of your abilities
- g. your job security
- h. your work rules and regulations
- k. opportunities for excitement/adventure.
- l. opportunity to serve country

### Community Satisfaction

(Response alternatives: Very good, good, neither good nor bad, bad, very bad, does not apply, don't know).

- q. quality of place for children to grow up
- s. quality of medical care for family members
- t. programs and services for families
- u. quality of community you live in
- v. opportunity to make good friends

### Satisfaction with Personal Freedom and Time

(Response alternatives: Very good, good, neither good nor bad, bad, very bad, does not apply, don't know).

- i. your working hours and schedule
- j. personal freedom
- m. time for personal/family life

### Army Commitment

(Response alternatives: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree)

- a. I feel no commitment to the Army
- b. My values and the Army's are similar
- c. There's not much to be gained by staying the Army until retirement.
- d. For me, the Army is the best organization to work for
- e. Deciding to join the Army was a mistake on my part
- f. I can fulfill my personal goals and plans if I stay in the Army until retirement.
- o. If I suddenly became rich (due to an inheritance, lottery winning, etc.) I would continue my Army career until retirement.

Item 73. " Overall, how satisfied are you with the Army as a way of life?" (Response alternatives: very satisfied, somewhat, neither satisfied nor dissatisfied, somewhat dissatisfied, very dissatisfied)

### Alienation

(Response alternatives: all of the time, most of the time, more often than not, occasionally, rarely, never)

- b. isolated
- d. lonely
- e. afraid

### Self-esteem

(Response alternatives: all of the time, most of the time, more often than not, occasionally, rarely, never)

For each of the feelings listed below, indicate how often in the past month you have had the feeling.

- a. secure
- c. pleased with yourself
- f. hopeful

### Work Stress

(Response alternatives: almost every day, about 2-3 times a week, about once a week, 2-3 times a month, about once a month, almost never)

How frequently do you come home at the end of your duty day feeling...

- a. too tired to enjoy doing things?
- b. charged up by having accomplished something at work?
- c. in a good mood and ready to have fun with others?
- d. at home, I am so tired and preoccupied that I don't have much time or energy left for my family

Siebold, G. L., & Kelly, D. R. (October 1988). Development of the Combat Platoon Cohesion Questionnaire. (Technical Report 817). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

Describes the development and properties of an in-depth measure of cohesion at the platoon level. The instrument measures three types of bonding: horizontal (bonding among peers), vertical (bonding between leaders and subordinates) and organizational (bonding between all platoon members and their platoon and the Army).

Sample:

1015 soldiers in 70 infantry platoons across 4 posts.

Measure:

79-items yielding three horizontal bonding scales, two vertical bonding scales, and six organizational bonding scales. All scales use a 7-point scale (coded 0-6) with the exception of the HB Instrumental scale (items 37-42), which uses a 5-point scale (coded 0-4). Mean scores, standard deviations, and alpha coefficients were computed at the individual and platoon level. (I=individual, P=platoon)

Horizontal Bonding scales:

- HB - Affective - (items 31-36): extent to which first term soldiers in a platoon trust and care about one another. (Alpha I=.86, alpha P=.91)
- HB - Affective, Leaders (items 49-51): extent to which leaders in a platoon trust and care about one another. (Alpha I=.82, alpha P=.91)
- HB - Instrumental (items 37-42): how well the first term soldiers work together as a team. (Alpha I=.83, alpha P=.91)

Vertical Bonding scales:

- VB - Affective (items 43-48): extent to which the first term soldiers and leaders care about each other. (Alpha I=.91, alpha P=.97)
- VB - Instrumental (items 52-58): technical expertise and training skills of the leaders in the platoon. (Alpha I=.91, alpha P=.96)

Organizational Bonding scales:

- OB - Affective, First term values (items 1-15): importance of key Army values to first term soldiers. (Alpha I=.95, alpha P=.97)
- OB - Affective, Leader values (items 16-30): importance of these values to leaders in the platoon. (Alpha I=.95, alpha P=.98)
- OB - Affective, Pride (items 64-68): how proud first term soldiers are to be a platoon member. (Alpha I=.86, alpha P=.91)



OB - Instrumental, Anomie (items 59-63): extent to which there is a rational environment for action by the platoon members. (Alpha I=.82, alpha P=.90)

OB - Instrumental, Needs (items 69-74): extent to which first term basic and social needs are being met. (Alpha I=.73, alpha P=.70)

OB - Instrumental, Goals (items 75-79) extent to which first term soldier enlistment goals are being met. (Alpha I=.83, alpha P=.86)

<u>Scale</u>	<u>Individual level</u>		<u>Platoon level</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
HB-A	3.15	1.30	3.14	.64
HB-A, L	3.53	1.42	3.50	.71
HB-I	2.46	.74	2.44	.35
VB-A	3.58	1.45	3.52	.80
VB-I	3.56	1.47	3.46	.85
OB-A, FTV	3.75	1.36	3.79	.63
OB-A, LV	4.33	1.26	4.30	.61
OB-A, P	3.47	1.45	3.40	.78
OB-I, A	4.15	1.24	4.08	.62
OB-I, N	2.58	1.18	2.57	.57
OB-I, G	2.92	1.40	2.91	.66

Eleven factors were extracted and labeled:

1. leadership,
2. soldier values,
3. leader values,
4. soldier peer bonding,
5. soldier teamwork,
6. anomie,
7. goals,
8. social needs,
9. basic needs,
10. pride in platoon,
11. pride in Army.

Siebold, G. L., & Kelly, D. R. (October 1988). Development of the Platoon Cohesion Index. (Technical Report 816). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

Report describes the development and properties of the Platoon Cohesion Index (PCI), which measures cohesion in Army platoons. Cohesion is conceptualized in terms of horizontal, vertical and organizational bonding.

Sample:

44 platoons of light and mechanized infantry from 2 posts (N=767 soldiers)

Measure:

There are 20 PCI items, all rated on a five-point scale with weights from +2 to -2. PCI items were added to the end of the Combat Platoon Cohesion Questionnaire to form a 129-item measure consisting of 79 basic CPCQ items, 19 criterion and linkage items, 11 turbulence items, and the 20 PCI items.

Alpha reliabilities for scales were not reported, but inter-item correlations are all significant.

Horizontal Bonding scales:

- HB- Affective - (items 3-4)
- HB - Affective, Leaders (items 7-8)
- HB- Instrumental (items 5-6)

Vertical Bonding scales:

- VB - Affective (items 9-10)
- VB - Instrumental (items 11-12)

Organizational Bonding scales:

- OB - Affective, First term values (item 1)
- OB - Affective, Leader values (item 2)
- OB - Affective, Pride (items 15-16)
- OB - Instrumental, Anomie (items 13-14)
- OB - Instrumental, Needs (items 17-18)
- OB - Instrumental, Goals (items 19-20)

<u>Scale</u>	Individual level		Platoon level	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
HB-A	2.14	.82	2.38	.49
HB-A,L	2.45	.90	2.45	.42
HB-I	2.71	.84	2.66	.50
VB-A	2.40	.91	2.38	.38
VB-I	2.51	.90	2.49	.44
OB-A,V	2.39	.78	2.37	.37
OB-A,P	2.43	.92	2.42	.51
OB-A,A	2.85	.77	2.82	.33
OB-I,N	1.72	1.09	1.70	.53
OB-I,G	2.16	.94	2.16	.43

Siebold, G. L., & Kelly, D. R. (October 1988). Development of the Platoon Cohesion Index. (Technical Report 816). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

### Combat Platoon Cohesion Questionnaire Scales

#### Horizontal Bonding (HB)

HB-Affective (HB-A): (items 31-36); addresses the extent that first term soldiers in a platoon trust and care about one another.

HB-Affective, Leaders (HB-A, L): (items 49-51); addresses the extent that leaders in a platoon trust and care about one another.

HB-Instrumental (HB-I): (items 37-42); addresses how well the first term soldiers work together as a team.

#### Vertical Bonding (VB)

VB-Affective (VB-A): (items 43-48); addresses how much the first term soldiers and leaders care about each other.

VB-Instrumental (VB-I): (items 52-58); addresses the technical expertise and training skills of the leaders in the platoon.

#### Organizational Bonding (OB)

OB-Affective, First Term Values (OB-A, FTV): (items 1-15); addresses the importance of key Army values to first term soldiers.

OB-Affective, Leader Values (OB-A, LV): (items 16-30); addresses the importance of the same values to leaders in the platoon.

OB-Affective, Pride (OB-A, P): (items 64-68); addresses how proud first term soldiers are to be a platoon member.

OB-Instrumental, Anomie (OB-I, A): (items 59-63); addresses the extent to which there is a rational environment for action by the platoon members.

OB-Instrumental, Needs (OB-I, N): (items 69-74); addresses the extent to which first term basic and social needs are being met.

OB-Instrumental, Goals (OB-I, G): (items 75-79); addresses the extent to which first term soldier enlistment goals are being met.

Based on your observations, HOW IMPORTANT IS EACH OF THE FOLLOWING TO THE FIRST-TERM SOLDIERS IN YOUR PLATOON? Use the scale below to make your ratings

- 1 Not at all important
- 2 Slightly important
- 3 Somewhat important
- 4 Moderately important
- 5 Quite important
- 6 Very important
- 7 Extremely important

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

1. Loyalty to the United States Army.
2. Loyalty to the unit or organization.
3. Taking responsibility for their actions and decisions.
4. Accomplishing all assigned tasks to the best of their ability.
5. Putting what is good for their fellow soldiers and mission accomplishment ahead of personal desires.
6. Dedication to serving the United States, even to risking their lives in its defense.
7. Having high moral and personal standards.
8. Commitment to working as members of a team.
9. Dedication to learning their job and doing it well.
10. Personal drive to succeed in the Army and advance.
11. Being honest, open, and truthful.
12. Taking responsibility to ensure the job gets done.
13. Being disciplined and courageous in battle.
14. Standing up for what they firmly believe is right.
15. Building and maintaining physical fitness and stamina.

Based on your observations, HOW IMPORTANT IS EACH OF THE FOLLOWING TO THE LEADERS (NCO AND OFFICER) IN YOUR PLATOON? Use the scale below to make your ratings.

- 1 Not at all important
- 2 Slightly important
- 3 Somewhat important
- 4 Moderately important
- 5 Quite important
- 6 Very important
- 7 Extremely important

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

16. Loyalty to the United States Army.
17. Loyalty to the unit or organization.
18. Taking responsibility for their actions and decisions.
19. Accomplishing all assigned tasks to the best of their ability.

20. Putting what is good for their fellow soldiers and mission accomplishment ahead of personal desires.
21. Dedication to serving the United States, even to risking their lives in its defense.
22. Having high moral and personal standards.
23. Commitment to working as members of a team.
24. Dedication to learning their job and doing it well.
25. Personal drive to succeed in the Army and advance.
26. Being honest, open, and truthful.
27. Taking responsibility to ensure the job gets done.
28. Being disciplined and courageous in battle.
29. Standing up for what they firmly believe is right.
30. Building and maintaining physical fitness and stamina.

These statements are all about the FIRST-TERM SOLDIERS IN YOUR PLATOON. Use the scale printed below to select your response to each statement.

- 1 Strongly agree
- 2 Agree
- 3 Slightly agree
- 4 Borderline
- 5 Slightly disagree
- 6 Disagree
- 7 Strongly disagree

NOTE: On the answer sheet, darken the circle with the letter corresponding to your choice.

31. In this platoon the first-termers really care about what happens to each other.
32. Soldiers here can trust one another.
33. First-termers in this platoon feel very close to each other.
34. Soldiers like being in this platoon.
35. First-termers in this platoon really respect one another.
36. Soldiers in this platoon like one another.

These statements are about the FIRST TERM-SOLDIERS IN YOUR PLATOON. For each statement, select the response that best describes your opinion.

37. Do the soldiers in your platoon make each other feel like doing a good job?
  - a. very much
  - b. pretty much
  - c. somewhat
  - d. a little
  - e. very little or not at all

38. How well do the soldiers in your platoon work together?
- a. very well
  - b. well
  - c. borderline
  - d. poorly
  - e. very poorly
39. To what extent do members of your platoon help each other to get the job done?
- a. very little
  - b. a little
  - c. to some extent
  - d. to a large extent
  - e. to a great extent
40. To what extent do members of your platoon encourage each other to succeed when in the field or at competitions?
- a. very little
  - b. a little
  - c. to some extent
  - d. to a large extent
  - e. to a great extent
41. Do the members of your platoon work hard to get things done?
- a. always
  - b. most of the time
  - c. sometimes
  - d. seldom
  - e. never
42. To what extent do the members of your platoon pull together and share the load while in the field?
- a. very little
  - b. a little
  - c. to some extent
  - d. to a large extent
  - e. to a great extent

These items concern the LEADERS IN YOUR PLATOON (NCO AND OFFICER). Use the scale printed below to select your response to each item.

- 1 Strongly agree
- 2 Agree
- 3 Slightly agree
- 4 Borderline
- 5 Slightly disagree
- 6 Disagree
- 7 Strongly disagree

43. First-term soldiers respect the leaders in this platoon.
44. When a soldier in this platoon goes for help, his leaders listen well and care about what the soldier says.
45. Leaders trust the first-term soldiers in this platoon.
46. Leaders really understand the soldiers in this platoon.
47. When asked for help in solving a personal problem, leaders in this platoon do their best to help out.
48. When a soldier wants to talk, his leaders make themselves available.
49. Leaders like being in this platoon.
50. Leaders in this platoon respect each other.
51. Leaders in this platoon care about one another as individuals.
52. The leaders in this platoon are the kind that soldiers want to serve under in combat.
53. The leaders in this platoon can really apply their knowledge to solve problems in the field.
54. The chain of command works well around here.
55. The leaders keep their soldiers well informed about what is going on.
56. Leaders keep themselves informed about the progress soldiers are making in their training.
57. The leaders in this platoon are experts and can show the soldiers how best to perform a task.
58. The leaders work right along with their soldiers under the same hardships in the field.

These are statements about the environment in your platoon. Use the scale printed below to select your response to each statement.

- |   |                   |
|---|-------------------|
| 1 | Strongly agree    |
| 2 | Agree             |
| 3 | Slightly agree    |
| 4 | Borderline        |
| 5 | Slightly disagree |
| 6 | Disagree          |
| 7 | Strongly disagree |

59. The people in this platoon know what is expected of them.
60. Rules are consistently enforced.
61. The reasons for being rewarded or promoted are well known.
62. The behaviors that will get you in trouble or punished are known.
63. The priorities in this platoon are clear.

These statements about the FIRST TERM SOLDIERS IN YOUR PLATOON.

64. The soldiers in this platoon feel they play an important part in accomplishing the platoon's mission.
65. Soldiers here are proud to be in this platoon.
66. First-term soldiers feel this platoon's wartime mission is very important.
67. The soldiers in this platoon are proud to be in the Army.

68. First-term soldiers feel the Army has an important job to do in defending the United States in today's world.

How satisfied are the FIRST-TERM SOLDIERS IN YOUR PLATOON with the following aspects of platoon life?

- 1 completely satisfied
  - 2 Satisfied
  - 3 Slightly satisfied
  - 4 Borderline
  - 5 Slightly dissatisfied
  - 6 Dissatisfied
  - 7 Completely dissatisfied
69. The food served in the platoon dining facility.
70. The quality of the barracks or other on-post housing.
71. The availability of good off-post housing.
72. The time available for personal needs like going to the PX, cleaners, bank or barber shop.
73. The time available to spend with friends or family.
74. The quality and frequency of platoon parties and social gatherings.

Next are some more statements about THE FIRST-TERM SOLDIERS IN YOUR PLATOON.

- 1 Strongly agree
  - 2 Agree
  - 3 Slightly agree
  - 4 Borderline
  - 5 Slightly disagree
  - 6 Disagree
  - 7 Strongly disagree
75. All in all, the duties soldiers perform in this platoon make them feel like they are serving their country.
76. Soldiers in this platoon have opportunities to better themselves.
77. Soldiers in this platoon can make progress toward achieving their educational goals.
78. Around here you can get the skills and training you want.
79. Soldiers assigned to this platoon can maintain a good standard of living.

For these general statements about your platoon.

80. This platoon is very cohesive.
81. There is a very high degree of teamwork and cooperation among first-term soldiers in this platoon.
82. The first-term soldiers in this platoon get along very well with one another.
83. In this platoon, the leaders really care about what happens to the first-term soldiers.
84. Overall the leaders in this platoon are very good.



85. Even if this platoon was under a great deal of stress or difficulty, it would pull together to get the job done.
86. This a very high performing platoon.
87. The leaders in this platoon appreciate the contributions of the first-term soldiers.
88. The first-term soldiers appreciate the contributions of the leaders in the platoon.

For each of the next statements, ABOUT YOUR PLATOON, use the scale printed below to select your response to each statement.

- 1      extremely high
- 2      very high
- 3      high
- 4      moderate
- 5      low
- 6      very low
- 7      extremely low

89. In the event of combat, describe the confidence first-term soldiers would have in each other.
90. In the event of combat, describe the confidence first-term soldiers would have in their platoon leaders.
91. In the event of combat, describe the confidence platoon leaders would have in their soldiers.
92. In the event of combat, describe the confidence platoon leaders would have in each other.
93. Describe the confidence first-term soldiers in your platoon have in their weapons and equipment.
94. How high is the morale in your platoon?
95. Describe the state of your platoon's readiness.
96. Describe the state of discipline in your platoon.
97. How high is the determination or "will" to win in combat in your platoon?
98. Describe the degree of confidence members of this platoon have that it would perform well in combat.

For each question, select the response that best describes your situation. Note: Soldiers in leadership positions should only answer those questions that apply to them.

99. How long have you been in your present squad?
  - a.    1 - 3 months
  - b.    4 - 6 months
  - c.    7 - 9 months
  - d.    10 - 12 months
  - e.    more than 12 months
100. How long have you been in your present platoon?
  - a.    1 - 3 months
  - b.    4 - 6 months
  - c.    7 - 9 months
  - d.    10 - 12 months
  - e.    more than 12 months

101. How long have you been in your present company?
- a. 1 - 3 months
  - b. 4 - 6 months
  - c. 7 - 9 months
  - d. 10 - 12 months
  - e. more than 12 months
102. How many different squad leaders have you had since you have been assigned to this squad or section?
- a. have had the same squad leader all along
  - b. two different squad leaders
  - c. three different squad leaders
  - d. four or more different squad leaders
103. How many different squad leaders have you had since you have been assigned to this platoon?
- a. have had the same squad leader all along
  - b. two different squad leaders
  - c. three different squad leaders
  - d. four or more different squad leaders
104. How many different platoon sergeants have you had since you have been assigned to this platoon?
- a. have had the same platoon sergeants all along
  - b. two different platoon sergeants
  - c. three different platoon sergeants
  - d. four or more different platoon sergeants
105. How many different platoon leaders (lieutenants) have you had since you have been assigned to this platoon?
- a. have had the same platoon sergeants all along
  - b. two different platoon sergeants
  - c. three different platoon sergeants
  - d. four or more different platoon sergeants
106. How many different company commanders have you had since you have been assigned to this company? .
- a. have had the same company commander all along
  - b. two different company commanders
  - c. three different company commanders
  - d. four or more different company commanders
107. How many different first sergeants have you had since you have been assigned to this company?
- a. have had the same first sergeant all along
  - b. two different first sergeants
  - c. three different first sergeants
  - d. four or more different first sergeants

108. Which of the following best describes your situation?
- I have worked with most (75%) of the members of my squad for 1 - 3 months
  - I have worked with most (75%) of the members of my squad for 4 - 6 months
  - I have worked with most (75%) of the members of my squad for 7 - 9 months
  - I have worked with most (75%) of the members of my squad for 10 - 12 months
  - I have worked with most (75%) of the members of my squad for more than 12 months
109. Which of the following best describes your career intentions at the present time?
- I will probably stay in the Army until retirement.
  - I will probably reenlist upon completion of my present but am undecided about staying until retirement.
  - I am undecided whether I will reenlist.
  - I will probably leave the Army upon completion of my present obligation.
  - I will probably leave the Army before completion of my present obligation.

This questionnaire is designed to help your Company Commander assess the general level of cohesiveness in your platoon. Fill in the information below. Questions 114, 126, and 127 have separate scales.

Write in Your	Platoon:	Check your Paygrade	E1-E4
	Company:		E5-02

[Unless otherwise noted, all questions answered on 5-point scales from Strongly Agree to Strongly Disagree]

110. First-termers in this platoon uphold and support Army values.
111. Leaders in this platoon set the example for Army values.
112. First-termers trust each other in this platoon.
113. First-termers in this platoon care about each other.
114. How well do first-termers in your platoon work together to get the job done?
- Very well
  - Well
  - Borderline
  - Poorly
  - Very poorly
115. First-termers in this platoon pull together to perform as a team.
116. Leaders in this platoon trust each other.
117. Leaders in this platoon care about each other.
118. First-termers in this platoon can get help from their leaders on personal problems.

119. Leaders and first-termers in this platoon care about one another.
120. Leaders and first-termers in this platoon train well together.
121. Leaders in this platoon have the skills and abilities to lead first-termers into combat.
122. First-termers in this platoon know what is expected of them.
123. In this platoon the behaviors that will get you in trouble are well known.
124. First-termers in this platoon feel they play an important part in accomplishing the unit's mission.
125. First-termers are proud to be members of this platoon.
126. How satisfied are the first-termers in this platoon with the time available for family, friends and personal needs?
  - a. Very satisfied
  - b. Slightly satisfied
  - c. Borderline
  - d. Slightly dissatisfied
  - e. Very Dissatisfied
127. How satisfied are the first-termers with the social events in this platoon?
  - a. Very satisfied
  - b. Slightly satisfied
  - c. Borderline
  - d. Slightly dissatisfied
  - e. Very Dissatisfied
128. First termers in this platoon feel they are serving their country.
129. First-termers in this platoon have opportunities to better themselves.

Smith, A. L. (1988). Multivariate analysis of determinants of reenlistment: A decision-making model for enlisted personnel. (AD-A199 083). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research was designed to develop a model of variables affecting career decision making.

Sample:

Over 1,200 enlisted personnel with 8 months of expiration of service completed the questionnaire in 1986 and 1987. A total of 1,236 soldiers who were eligible for reenlistment and within 8 months of ETS completed the reenlistment incentives and disincentives inventory. Soldiers were located at 9 CONUS sites and numerous locations in Germany and Korea.

Summary:

The best predictor of reenlistment intent was organizational commitment. Organizational commitment was related to individual sense of involvement and attachment to and identification with an organization (including acceptance of and belief in its goal and loyalty to it) and a willingness to put forth effort to remain in the organization.

A large body of research suggests that organizational commitment is an intervening variable through which many other variables indirectly affect behavioral intentions. Some research has provided support for a satisfaction-commitment-intention sequencing in the prediction of turnover.

Extensive research links job satisfaction to turnover and to behavioral intentions to quit or stay which are significant precursors to actual turnover decisions.

The path from satisfaction with Army life to organizational commitment was .31; the path from organizational commitment to reenlistment intention was .48.

Measure:

The Reenlistment Incentives and Disincentives Questionnaire included scales of organizational commitment and job satisfaction.

Most of the 14 items in the Organizational Commitment scale followed from the psychological approach to commitment of Porter, et al. That is, they are related to the individual sense of involvement, attachment and identification with the Army and as such did include items directly related to remaining in the organization such as "I consider myself a soldier first and foremost"; "I intend to make the Army a career".

Reliability for this scale is .88. The mean value for the organizational commitment scale was 36.40 with a standard deviation of .975, a minimum value of 12 and a maximum of 60.

The 16 items on the Satisfaction with Army Life scale covered satisfaction with areas such as: vocational skills acquired, the job, superiors, the quality of life, benefits, location and "overall" satisfaction. Alpha was .86. Satisfaction with Army life had a mean value of 40.81, standard deviation of 10.20, minimum value of 14 and maximum of 69.

Smith, A. L. (1988). Multivariate analysis of determinants of reenlistment: A decision-making model for enlisted personnel. (AD-A199 083). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Organizational Commitment items:

1. I would stay in the Army for 20 years or more even if I can retire earlier.
2. I would leave the Army for a civilian job with the same pay.
3. I am more loyal to the Army than the average person is to their employing organization.
4. I am proud to be in the Army.
5. I would leave the Army for a civilian job with the same status.
6. It would take a lot to convince me to stay in the Army beyond this enlistment.
7. If I had it to do all over again I would not have stayed in the Army for more than one enlistment.
8. I consider my values to be in agreement with the Army's values.
9. I intend to make the Army a career.
10. I consider myself a soldier first and foremost.
11. I would leave the Army for a civilian job with the same benefits.
12. I would encourage young people to make the Army their career.
13. The Army offers a wide variety of opportunities to find a job you can enjoy.
14. Army service is of great value in your civilian career development.
15. the Army experience gives you an advantage over going right from high school to college.
16. Army service is an experiences you can be proud of.
17. The Army offers the opportunity to develop our potential.

The rating scale for organizational commitment is 1-strongly disagree, 2-disagree, 3-neither agree/disagree, 4-agree, 5-strongly agree.

Satisfaction with Army Life items:

How satisfied are you with:

1. Your current location.
2. Your job.
3. Your family life.
4. Vocational skills you have acquired.
5. The Army as an organization.
6. Your chain of command.
7. Your professional development.
8. The salability of your skills in the civilian world.
9. The amount of education you have now.
10. Leadership demonstrated by your superiors.
11. The effect the Army has on your personal life.
12. "Quality of life" in the Army.

13. The opportunity for improving your education.
14. Taking all the above things into consideration, what is your underlying/overall satisfaction with the Army?

The satisfaction items were scaled from 1= very dissatisfied, 2= somewhat dissatisfied, 3= neither satisfied nor dissatisfied, 4= somewhat satisfied, and 5= very satisfied.



Sterling, B., & Allen, J. (1983). Relationships among organizational attitudes, work environment, satisfaction with human resource programs and benefits, and Army career intentions. (AD-A139 864). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This research examined the relationship of attitudes toward the Army, duty environment and satisfaction with Army programs and benefits to the career intentions of officers and enlisted personnel.

Sample:

The survey used was the 1979 Assessment of Quality of Life Program consisting of 178 items. Subjects completing the original survey yielded a sample of over 50,000. A random sampling of enlisted men was selected. This produced samples of 2,339 enlisted personnel and 4,360 officers.

Measure:

Four commitment factors were found which were called: pride in the Army, supervisory support, personal job commitment, and self sacrifice for mission accomplishment. It is not clear which items load on which scales.

Factor loadings: The variables that load on the pride in the Army factor are the numbers associated with the following items.

Commitment items number 6, 8, 9, 11, 13, 14.

Supervisory support 14, 15, 16, 17.

Commitment to job 3, 4, 9.

Self-sacrifice, mission accomplishment 1, 2, 5, 8, 11, 13.

Results show that similar dimensions of commitment to the Army, satisfaction with programs, duty environment and career intentions are found within both categories of service members. Career intentions for officers, however, were more related to commitment dimensions whereas for enlisted members, career intentions were more related to overall satisfaction with Army human resource programs and with assessment of housing and pay. While around 40% of the variants in the career intentions of officers was accounted for by commitment, only 10% of the variance in the career intention of enlisted members was accounted for in these analyses.

Sterling, B., & Allen, J. (1983). Relationships among organizational attitudes, work environment, satisfaction with human resource programs and benefits, and Army career intentions. (AD-A139 864). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Commitment items - 5-point Likert scale where 1=strongly disagree and 5=strongly agree.

1. I would try to get out of being deployed to a combat zone if ordered to do so.
2. I don't care how well I do in the Army.
3. I am willing to do more than what is expected of me to get the job done.
4. I care about what happens to the Army.
5. It annoys me to work after normal duty hours.
6. I "talk up" the Army to my friends as a good organization to belong to.
7. Accomplishing the mission is more important to me than my personal comfort.
8. I would rather work in the Army than anywhere else.
9. If a relative or friend of mine were thinking about joining the Army, I would try to discourage him/her.
10. I take a lot of pride in doing my job well.
11. I am glad that I decided to join the Army.
12. I feel little loyalty toward the Army.
13. I am proud to tell others that I am in the Army.
14. I am satisfied with my job in the Army.
15. I have enough freedom to do my job the way I think it should be done.
16. My job in the Army is very important.
17. My superiors praise me when I do a good job.
18. My superiors respect me as a person.

United States Department of the Army. (1986). Unit climate profile, Commander's Handbook. (AN 87007213). Washington, DC: Headquarters, Dept. of the Army.

Description:

A diagnostic leadership tool intended for use by company commanders.

Sample:

Designed for soldiers in ranks E1-E5 only.

Measure:

Unit Climate Profile (UCP) is designed as a measure of 21 climate areas listed below. Questionnaire is expected to take 20 minutes to complete.

No information on reliability or norms.

Profile Area	Question Numbers
1. Officer Leadership	1-5
2. NCO Leadership	6-9
3. Immediate Leaders	10-15
4. Leader Accessibility	16-19
5. Promoting Policy	20-23
6. Rewards & Corrective Actions	24-26
7. Quality of Training	27-30
8. Tools, Equipment, & Supplies	31-32
9. Job Satisfaction	33-37
10. Freedom from Harassment	38-43
11. Military Courtesy & Discipline	44-49
12. Human Relations	50-54
13. Unit cohesiveness	55-62
14. Sports Activities	63-64
15. Social Activities	65-66
16. Freedom from Substance Abuse	67-68
17. Food	69-72
18. Soldier Attitude toward Unit	73-76
19. Morale	77-78
20. Reenlistment Potential	79-81
21. Commander's Use of the UCP	82

United States Department of the Army. (1986). Unit climate profile, Commander's Handbook. (AN 87007213). Washington, DC: Headquarters, Dept. of the Army.

In this questionnaire, the word "unit" means your company, battery, or troop.

Section I: OFFICER LEADERSHIP

1. Do the officers in your unit care about the needs of their soldiers?
  - +2 Very much
  - +1 Much
  - 0 Somewhat
  - 1 Little
  - 2 Very little, or not at all
2. Do the officers in your unit treat you with respect?
  - Very often, or always
  - Often
  - Sometimes
  - Seldom
  - Very seldom, or never
3. As a leader, how is your unit commander?
  - Very good
  - Good
  - Borderline
  - Bad
  - Very Bad
4. As leaders, how are the other officers in your unit?
  - Very good
  - Good
  - Borderline
  - Bad
  - Very Bad
5. Do you respect the officers in your unit?
  - Very much
  - Much
  - Somewhat
  - Little
  - Very little, or not at all

Section 2: NCO LEADERSHIP

6. Do the NCOs in your unit care about the needs of their soldiers?
  - Very much
  - Much
  - Somewhat
  - Little
  - Very little, or not at all

7. As leaders, how are your unit's NCOs?  
Very good  
Good  
Borderline  
Bad  
Very Bad
8. Do the NCOs in your unit treat you with respect?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never
9. Do you respect the NCOs in your unit?  
Very much  
Much  
Somewhat  
Little  
Very little, or not at all

Section 3: IMMEDIATE LEADERS

10. Does your immediate leader explain things clearly to you?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never
11. How well does your immediate leader let you know what is expected of you on the job?  
Very well  
Well  
Borderline  
Poorly  
Very poorly
12. Is your immediate leader willing to discuss your ideas and suggestions about the job?  
Very willing  
Willing  
Borderline  
Unwilling  
Very unwilling
13. Does your immediate leader do a good job in supervising soldiers?  
Very good  
Good  
Borderline  
Bad  
Very Bad

14. How does your immediate leader treat you?

Very well  
Well  
Borderline  
Poorly  
Very poorly

15. Do you respect your immediate leader?

Very much  
Much  
Somewhat  
Little  
Very little, or not at all

Section 4: LEADER ACCESSIBILITY

16. Is it easy or hard for soldiers in your unit to get to see the senior NCOs to discuss problems?

Very easy  
Easy  
Borderline  
Hard  
Very hard

17. How are soldiers in your unit treated when they go to a senior NCO to discuss problems?

Very well  
Well  
Borderline  
Poorly  
Very poorly

18. Is it easy or hard for soldiers in your unit to get to see the unit commander to discuss personal problems?

Very easy  
Easy  
Borderline  
Hard  
Very hard

19. How are soldiers in your unit treated when they go to the unit commander to discuss personal problems?

Very well  
Well  
Borderline  
Poorly  
Very poorly

Section 5: PROMOTION POLICY

20. Does getting promoted in your unit depend upon doing a good job?
- Very much
  - Much
  - Somewhat
  - Little
  - Very little, or not at all
21. Is the promotion policy in your unit fair to ethnic or racial minority soldiers?
- Very fair
  - Fair
  - Borderline
  - Unfair
  - Very unfair
22. Is the promotion policy in your unit fair to non-minority soldiers?
- Very fair
  - Fair
  - Borderline
  - Unfair
  - Very unfair
23. Overall, how do you feel about the promotion policy in your unit?
- Very satisfied
  - Satisfied
  - Borderline
  - Dissatisfied
  - Very dissatisfied

Section 6: REWARDS AND CORRECTIVE ACTIONS

24. Do soldiers in your unit who perform well on the job ever receive praise, recognition, or reward?
- Very often, or always
  - Often
  - Sometimes
  - Seldom
  - Very seldom, or never
25. When a soldier in your unit makes an honest mistake on the job, is that soldier treated fairly?
- Very often, or always
  - Often
  - Sometimes
  - Seldom
  - Very seldom, or never

26. In your unit are corrections for careless or intentional poor performance made fairly?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never

Section 7: QUALITY OF TRAINING

27. How is the physical training in your unit?  
Very good  
Good  
Borderline  
Bad  
Very Bad
28. How is the MOS training in your unit?  
Very good  
Good  
Borderline  
Bad  
Very Bad
29. How is the combat training in your unit?  
Very good  
Good  
Borderline  
Bad  
Very Bad
30. Is training time in your unit ever wasted by your having to wait around with nothing useful to do?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always

Section 8: TOOLS, EQUIPMENT, AND SUPPLIES

31. Is it easy or hard to get the tools, equipment, or supplies needed for your job?  
Very easy  
Easy  
Borderline  
Hard  
Very hard



32. In what condition are the tools, equipment, or supplies you usually work with?
- Very good
  - Good
  - Borderline
  - Bad
  - Very Bad

Section 9: JOB SATISFACTION

33. Is the work you do most of the time useful?
- Very useful
  - Quite useful
  - Somewhat useful
  - Slightly useful
  - Not at all useful
34. Is your work interesting?
- Very interesting
  - Quite interesting
  - Somewhat interesting
  - Slightly interesting
  - Not at all interesting
35. How do other soldiers you know in your unit feel about their work?
- Like a lot
  - Like
  - Borderline
  - Dislike
  - Dislike a lot
36. How do you feel about your work?
- Like a lot
  - Like
  - Borderline
  - Dislike
  - Dislike a lot
37. How would you rate overall job satisfaction in your unit?
- Very high
  - High
  - Borderline
  - Low
  - Very low

Section 10: FREEDOM FROM HARASSMENT

38. While on the job, do you feel harassed by higher-ranking personnel?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always
39. Does "obeying the rules" ever make it hard to get the job done?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always
40. Are you made to work unnecessary extra hours?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always
41. Does "pulling details" seriously interfere with your primary job?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always
42. While off duty, are soldiers in your unit harassed by "mickey-mouse" ("dumb," or unnecessary) unit rules?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always
43. While off duty, do you feel harassed by the higher-ranking personnel in your unit?  
Very seldom, or never  
Seldom  
Sometimes  
Often  
Very often, or always

Section 11: MILITARY COURTESY AND DISCIPLINE

44. How well are rules, regulations, and policies enforced in your unit?  
Very well  
Well  
Borderline  
Poorly  
Very poorly
45. How well are the rules, regulations, and policies obeyed by the soldiers in your unit?  
Very well  
Well  
Borderline  
Poorly  
Very poorly
46. How high are the standards of military courtesy in your unit?  
Very high  
High  
Borderline  
Low  
Very low
47. How do you feel about the standards of military courtesy in your unit?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied
48. How high are the standards of discipline in your unit?  
Very high  
High  
Borderline  
Low  
Very low
49. How do you feel about the standards of discipline in your unit?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied

## Section 12: HUMAN RELATIONS

50. Do the officers in your unit treat soldiers fairly without regard to race, ethnic background, or sex?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never
51. Do the NCOs in your unit treat soldiers fairly without regard to race, ethnic background, or sex?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never
52. Does your immediate leader treat soldiers fairly without regard to race, ethnic background, or sex?  
Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never
53. How are human relations problems handled by the soldiers in your unit?  
Very well  
Well  
Borderline  
Poorly  
Very poorly
54. In general, how are human relations among the soldiers in your unit?  
Very good  
Good  
Borderline  
Bad  
Very Bad

## Section 13: UNIT COHESIVENESS

55. How well do the soldiers in your unit work together?  
Very well  
Well  
Borderline  
Poorly  
Very poorly

56. Do you respect the soldiers you work with?  
Very much  
Much  
Somewhat  
Little  
Very little, or not at all
57. Do the soldiers in your unit make each other feel like doing a good job?  
Very much  
Much  
Somewhat  
Little  
Very little, or not at all
58. Do you think the soldiers in your unit would "stick together" during times of combat?  
Definitely yes  
Probably yes  
Maybe  
Probably no  
Definitely no
59. How many of the soldiers in your unit really want to do their jobs well?  
Very many, or all  
Many  
About half  
Few  
Very few, or none
60. How many soldiers in your unit do you think are good soldiers?  
Very many, or all  
Many  
About half  
Few  
Very few, or none
61. How many soldiers in your unit are such poor soldiers that the unit would be better off without them?  
Very few, or none  
Few  
About half  
Many  
Very many, or all
62. Overall, how well do the soldiers you work with do their jobs?  
Very well  
Well  
Borderline  
Poorly  
Very poorly

Section 14: SPORTS ACTIVITIES

63. How do you feel about the amount of time your unit devotes to sports activities?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied
64. How do you feel about the kinds of sports activities in your unit?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied

Section 15: SOCIAL ACTIVITIES

65. How do you feel about the amount of time your unit devotes to social activities?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied
66. How do you feel about the kinds of social activities in your unit?  
Very satisfied  
Satisfied  
Borderline  
Dissatisfied  
Very dissatisfied

Section 16: FREEDOM FROM SUBSTANCE ABUSE

67. In your opinion, does your unit have any problems caused by the use of too much alcohol by unit personnel (either officer or enlisted)?  
Very few, or none  
Few  
About half  
Many  
Very many, or all

68. In your opinion, does your unit have any problems caused by the use of illegal drugs or abuse of other substances by unit personnel (either officer or enlisted)?

Very few, or none  
Few  
About half  
Many  
Very many, or all

Section 17: FOOD

69. Do you get enough to eat in your dining facility?

Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never

70. How good is the food in your dining facility?

Very good  
Good  
Borderline  
Bad  
Very Bad

71. Do you get enough to eat when you are in the field?

Very often, or always  
Often  
Sometimes  
Seldom  
Very seldom, or never

72. How good is the food you get in the field?

Very good  
Good  
Borderline  
Bad  
Very Bad

Section 18: SOLDIER ATTITUDE TOWARD UNIT

73. Overall, how well do you think your unit "gets the job done"?

Very well  
Well  
Borderline  
Poorly  
Very poorly

74. Do you think your unit would do a good job during times of combat?

Definitely yes  
Probably yes  
Maybe  
Probably no  
Definitely no

75. Overall, how would you rate your unit?

Very good  
Good  
Borderline  
Bad  
Very Bad

76. If you had a choice, would you rather be in a different unit?

Definitely no  
Probably no  
Maybe  
Probably yes  
Definitely yes

Section 19: MORALE

77. How has your morale been lately?

Very high  
High  
Borderline  
Low  
Very low

78. How is the morale of the other soldiers in your unit?

Very high  
High  
Borderline  
Low  
Very low

Section 20: REENLISTMENT POTENTIAL

79. Overall, how do you feel about Army life?

Like a lot  
Like  
Borderline  
Dislike  
Dislike a lot

80. Would you encourage civilian friends to enlist in the Army?

Definitely yes  
Probably yes  
Maybe  
Probably no  
Definitely no



81. How do you feel at this time about reenlisting in the Army?
- Strongly for
  - Somewhat for
  - Borderline
  - Somewhat against
  - Strongly against

Section 21: COMMANDER'S USE OF THE UCP

82. Do you think your unit commander will try to use the information from this survey to improve your unit?
- Definitely yes
  - Probably yes
  - Maybe
  - Probably no
  - Definitely no

U.S. Army Research Institute for the Behavioral and Social Sciences. (1986). Survey of Army Personnel: What You Consider Important Form 1A. Alexandria, VA: U.S. Army Soldier Support Center.

Description:

This instrument was commissioned by the Chief of Staff, Army, to determine the personal importance of core American and core soldier values to Army members.

Sample:

5737 Army members, including: 822 new recruits, 844 AITOSUT graduates, 2097 small unit soldiers/leaders, 926 individual soldiers and warrants, 734 civilians, and 314 senior leaders, were surveyed in January 1986, at 5 FORSCOM and 5 TRADOC installations.

Measure:

Values surveyed include: Core American, core soldier, and unit values. A 7-point Likert scale was used to rate importance of values.

U.S. Army Research Institute for the Behavioral and Social Sciences. (1986). Survey of Army Personnel: What You Consider Important Form 1A. Alexandria, VA: U.S. Army Soldier Support Center.

Use the scale below to rate HOW IMPORTANT EACH OF THE FOLLOWING IS TO YOU PERSONALLY.

- 1 Not at all important to me
- 2 Slightly important to me
- 3 Somewhat important to me
- 4 Moderately important to me
- 5 Quite important to me
- 6 Very important to me
- 7 Extremely important to me

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

1. Loyalty to the United States
2. Loyalty to the United States Army
3. Loyalty to your unit or organization
4. Taking responsibility for your actions and decisions
5. Putting what is good for your fellow soldiers, unit, and the nation before your own welfare
6. Dedication to serving the United States, even to risking your life in its defense
7. Commitment to working as a member of a team
8. Dedication to learning your job and doing it well
9. Personal drive to succeed in your work and advance
10. Being honest, open, and truthful
11. Being disciplined and courageous in battle
12. Standing up for what you firmly believe is right
13. A world at peace
14. Family security
15. Freedom
16. Equality
17. National security
18. A world of beauty
19. International friendship and goodwill
20. A comfortable life
21. Happiness
22. Self-respect
23. A sense of accomplishment
24. True friendship
25. Social recognition
26. An exciting life
27. The Constitution of the United States
28. Freedom of religion
29. Freedom of speech
30. Freedom of the press
31. The right of the people to keep and bear arms
32. Being able to vote in local, state and federal elections
33. Civilian control of the military

34. The responsibility of each citizen for the defense of the country
35. The Army
36. Army concern for soldiers' well-being
37. A military justice system which is fair
38. Fast evacuation and good medical care for wounded
39. Treating all soldiers fairly
40. Communicating effectively in writing and speaking
41. Working with others tactfully and with military courtesy
42. Exhibiting excellent military bearing and appearance
43. High moral standards both on and off duty
44. Using initiative and imagination in solving problems
45. Building and maintaining physical fitness and stamina
46. Economic security
47. Wealth and luxury
48. Living close to your relatives and old friends
49. Being able to rest or go home when your job is done
50. Being able to relax and enjoy yourself

This section addresses some of your general opinions about the Army and Army life. Use the scale printed below to rate HOW MUCH YOU PERSONALLY AGREE OR DISAGREE WITH EACH ITEM.

- 1 Strongly agree
- 2 Agree
- 3 Borderline
- 4 Disagree
- 5 Strongly disagree

51. I wish that more soldiers really cared about national security
52. A person can get more of an even break as a civilian than as a soldier
53. Lower ranking soldiers need to be supervised more
54. There is not enough discipline in the Army
55. If I got out of the Army today, it would be hard to find a civilian job as good as the job I have now
56. My supervisor makes me do too many things that are not related to my job
57. In general, an Army post is a good place to live
58. Soldiers should have more interest in mission accomplishment and less interest in their personal concerns
59. No one should be compelled to take an assignment he or she does not want
60. What a member of the Armed Forces does in his or her own time is none of the military's business
61. Military personnel should perform their operational duties regardless of the personal and familial consequences
62. Differences in rank should not be important after duty hours
63. What a member does in his or her private life should be no concern of their supervisor or commander
64. Personal interests and wishes must take second place to operational requirements for military personnel

The next items concern YOUR EXPERIENCES WITH YOUR FELLOW SOLDIERS IN YOUR PRESENT PLATOON. After each item, a set of response alternatives is provided. For each item, select the response that best describes your opinion.

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

65. In general, how do you feel about the people you work with?
- a. I like them a lot
  - b. I think they are OK
  - c. I do not like them very much
  - d. I do not like them at all
66. In my unit, most of the soldiers care about what happens to each other.
- a. strongly agree
  - b. agree
  - c. not sure
  - d. disagree
  - e. strongly disagree
67. I do not trust the other soldiers in my unit.
- a. strongly agree
  - b. agree
  - c. not sure
  - d. disagree
  - e. strongly disagree
68. Do the soldiers in your unit make each other feel like doing a good job?
- a. very much
  - b. much
  - c. somewhat
  - d. little
  - e. very little, not at all
69. How well do the soldiers in your unit work together?
- a. very well
  - b. well
  - c. borderline
  - d. poorly
  - e. very poorly
70. On the average, how well do the soldiers you work with do their jobs?
- a. very well
  - b. well
  - c. borderline
  - d. poorly
  - e. very poorly

71. How many soldiers in your unit do you think are good soldiers?
- a. all are
  - b. most are
  - c. some are
  - d. very few are
  - e. none are
72. How many soldiers in your unit perform so poorly that the unit might be better off without them?
- a. none do
  - b. very few do
  - c. some do
  - d. most do
  - e. all do
73. How often do the members of your unit work hard to get things done?
- a. always
  - b. most of the time
  - c. sometimes
  - d. seldom
  - e. never

The next items concern YOUR EXPERIENCES WITH THE LEADERS IN YOUR PRESENT PLATOON--NCOs AND OFFICERS. After each item, a set of response alternatives is provided. For each item, select the response that best describes your opinion.

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

74. When I go for help, my immediate leader listens well and cares about what I say.
- a. always
  - b. most of the time
  - c. sometimes
  - d. not very often
75. My immediate leader really understands the soldiers in the unit.
- a. strongly agree
  - b. agree
  - c. neither agree nor disagree
  - d. disagree
  - e. strongly disagree
76. When I ask for help in solving a problem, my NCO helps out.
- a. always
  - b. most of the time
  - c. sometimes
  - d. not very often
  - e. never

77. When I want to talk, my immediate leader makes himself/herself available.
- always
  - most of the time
  - sometimes
  - not very often
  - never
78. Overall, my immediate leader does a very good job.
- strongly disagree
  - somewhat disagree
  - borderline
  - somewhat agree
  - strongly agree

The next statements also concern YOUR EXPERIENCES WITH THE LEADERS IN YOUR PLATOON AND COMPANY. Use the scale printed below to indicate your opinion.

- Strongly agree
  - Agree
  - Borderline
  - Disagree
  - Strongly disagree
79. My immediate leader is such a good soldier, he/she can show us how to best perform our tasks
80. My immediate leader makes me feel like a "winner" when I do something well
81. My squad leader knows his (her) stuff.
82. My platoon sergeant knows his (her) stuff.
83. My platoon leader knows his (her) stuff.
84. If we went to war tomorrow, I would feel good with my squad.
85. If we went to war tomorrow, I would feel good with my squad.
86. The NCOs in my company are the kind I would want to serve under in combat.
87. The officers in my company are the kind I would want to serve under in combat.
88. In the event of combat, I would be highly confident in my platoon leader.
89. In the event of combat, I would be highly confident in my company commander.
90. In the event of combat, I would be highly confident in my crew/squad members.
91. In the event of combat, I would be highly confident in myself.

Next are some more statements about your platoon and company. Use the scale printed below to select your response to each statement.

- Strongly agree
- Agree
- Borderline
- Disagree
- Strongly disagree

On the answer sheet, darken the circle with the letter corresponding to your choice.

- 92. Most of the people in this platoon can be trusted
- 93. I want to spend my entire enlistment in this company
- 94. People in this platoon feel very close to each other
- 95. I like being in this company
- 96. In this platoon, you don't have to watch your belongings
- 97. In this platoon, people really look out for each other
- 98. I can go to most people in my squad for help when I have a personal problem, like being in debt
- 99. I can go to most people in my platoon for help when I have a personal problem, like being in debt
- 100. Most people in my squad would lend me money in an emergency
- 101. Most people in my platoon would lend me money in an emergency
- 102. I spend my after-duty hours with people in this company
- 103. My closest friendships are with the people I work with
- 104. I would go for help with a personal problem to people in the company chain

For each of the next items, a set of response alternatives is provided. For each item, select the response that best describes your opinion.

NOTE: On the answer sheet, darken the space with the letter corresponding to your choice.

- 105. How would you describe your unit's togetherness, or how "tight" are members of your unit
  - a. very high
  - b. high
  - c. moderate
  - d. low
  - e. very low
- 106. How would you describe the relationships between officers and the enlisted in your unit
  - a. very good
  - b. good
  - c. so-so
  - d. bad
  - e. very bad
- 107. How long have you had the same immediate leader?
  - a. 30 days
  - b. 3 months
  - c. 4 to 6 months
  - d. 6 to 12 months
  - e. 1 year or more



108. What is your opinion of the overall effectiveness of your platoon?
- a. not effective
  - b. slightly effective
  - c. average effectiveness
  - d. very effective
  - e. extremely effective
109. If my platoon were to go into combat today, it would do a good job.
- a. strongly agree
  - b. agree
  - c. borderline
  - d. disagree
  - e. strongly disagree
110. How ready is your platoon for combat?
- a. ready to fight on a day's notice
  - b. could be ready in a week but more than a day
  - c. could be ready in a month but more than a week
  - d. could be ready in two months but more than a month
  - e. it would take longer than two months
111. How willing would you deploy to a combat zone with a good chance of actual contact with the enemy?
- a. would do anything to avoid going
  - b. would make an effort to avoid going
  - c. would go if required
  - d. would make an effort to go
  - e. would do almost anything to go
112. How willing do you think the other soldiers in your platoon would be to deploy to a combat zone with a good chance of actual contact with the enemy
- a. they would do anything to avoid going
  - b. they would make an effort to avoid going
  - c. they would go if required
  - d. they would make an effort to go
  - e. they would do almost anything to go

This section concerns CAREER DECISION MAKING. After each item, a set of alternatives is printed. Respond to each item by selecting the alternative that best describes you.

NOTE: On the answer sheet, darken the space with the letter corresponding to your rating.

113. What term of enlistment are you presently serving
- a. first
  - b. second
  - c. third
  - d. fourth or greater term

114. Is your unit a COHORT unit
- a. yes
  - b. no
  - c. I don't know
115. When a soldier has a performance or discipline problem and wants to leave the Army, my view is that the Army should: (select one)
- a. Let the soldier leave as expeditiously as possible
  - b. Try to rehabilitate the soldier and retain him/her for the duration of his/her obligation.
116. If you decided to leave the Army before the completion of your present obligation, how difficult do you think it would be to get out
- a. extremely easy
  - b. relatively easy
  - c. neither difficult nor easy
  - d. relatively difficult
  - e. extremely difficult
117. The soldiers in this unit would be disappointed in me if I didn't complete my enlistment.
- a. strongly agree
  - b. agree
  - c. not sure
  - d. disagree
  - e. strongly disagree
118. If you were given the choice of transferring to another company, what would you do
- a. jump at the chance
  - b. think about it and eventually take the transfer
  - c. think about it and eventually turn down the transfer
  - d. turn down the transfer immediately
119. If the people in your company were given the choice of transferring to another company, in general, what would they do?
- a. jump at the chance
  - b. think about it and eventually take the transfer
  - c. think about it and eventually turn down the transfer
  - d. turn down the transfer immediately

120. Which of the following best describes your career intentions at the present time?
- a. I will definitely leave the Army before completion of my present obligation
  - b. I will probably leave the Army before completion of my present obligation
  - c. I will definitely leave the Army upon completion of my present obligation
  - d. I will probably leave the Army upon completion of my present obligation
  - e. I am undecided as to whether I will reenlist
  - f. I will reenlist at the end of my present obligation, but I am undecided about remaining until retirement
  - g. I will remain in the Army until retirement
121. To what extent are the leaders in your platoon an important factor in your decision about remaining in service?
- a. a very small factor
  - b. a small factor
  - c. somewhat of a factor
  - d. a great factor
  - e. a very great factor

U.S. Army Soldier Support Center. (1988). Transition Management.  
Career Expectations Survey. : ATNC-AO-88-04.

Description:

Developed as part of implementation of Transition Management program.

Sample:

No information.

Measure:

83 items, optically scanned. 5-point Likert scales.

No information on reliability or norms.

Section II - Army Life/ Job Satisfaction contains 25 items.

Section III - Army image contains 11 items.

## SECTION II

### ARMY LIFE/JOB SATISFACTION

This section contains questions about your satisfaction with life in the Army. Using the scale below, please indicate how satisfied you are with each of the following.

- A Very Satisfied
- B Satisfied
- C Neutral
- D Dissatisfied
- E Very Dissatisfied

1. Your Officer Chain of Command support
2. Vocational skills you have acquired
3. Your housing and living conditions
4. Opportunity to improve your education
5. Opportunity to work and associate with people you like
6. Your opportunity for promotion
7. Sense of pride and accomplishment in your work
8. Number of hours you have to work
9. Your immediate supervisor
10. Overall satisfaction with your job
11. Your job security
12. Your opportunity for formal training
13. Use of your skills and abilities
14. Your Army pay and benefits
15. Your overall satisfaction with the Army

Indicate how much you agree or disagree with the following statements. Using the scale below, select the choice that most represents your opinion.

- A Strongly agree
- B Agree
- C Neither agree nor disagree
- D Disagree
- E Strongly disagree

16. I am proud to be a soldier.
17. My morale right now is very high
18. The NCOs in my unit look out for the welfare of their soldiers
19. The Officers in my unit care about what happens to the soldiers in the unit
20. The Army takes care of its soldiers
21. My job gives me the chance to learn skills
22. In general, I feel I've gotten a fair deal from the Army
23. In general, the Army is what I expected it to be.

24. When you talk about Army-related topics with acquaintances such as friends or neighbors, how positive are you about the Army in general?
- A. Very positive
  - B. Positive
  - C. Neutral
  - D. Negative
  - E. Very negative

### SECTION III

#### ARMY IMAGE

In this section, please indicate how much you agree or disagree with each of the following statements about the Army's image. Use the scale below.

- A Strongly agree
- B Agree
- C Neutral
- D Disagree
- E Strongly disagree

- 25. The Army is a good place to raise a family
- 26. Army service is an experience you can be proud of
- 27. The Army offers a great opportunity to develop leadership skills
- 28. Army service is of great value in your civilian career development
- 29. The Army offers an excellent opportunity to develop self-confidence
- 30. The Army offers the opportunity to develop your potential
- 31. The Army offers many opportunities for training in useful skills areas
- 32. The Army offers a wide variety of opportunities to find a job you can enjoy
- 33. The Army provides a physically challenging environment.
- 34. The Army gives you a chance to work with high quality people
- 35. The Army provides a mentally challenging experience.

Walizer, D. G., & Mietus, J. R. (1980). Development of an organizational survey feedback program for the 32nd Air Defense Command. (AD-A100 972). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This project tailors the General Organization Questionnaire (GOQ), a diagnostic survey instrument for measuring organizational climate, and its data processing and feedback systems to the unique situation of the 32nd Air Defense Command (AADCOM) and examines the psychometric properties of the basic GOQ instrument.

Measure:

The basic GOQ instrument consists of 84 items comprising 21 indices. The GOQ dimensions all have indices which are equivalent to subscales.

There are five major indices: unit climate, supervisory leadership, co-worker interaction and work group processes. Additional questions were added on norms and values, job satisfaction, personal adjustment, family life and equal opportunity. Average reliability was .75.

Dimension:	Number of Items	Alpha
Unit climate		
Communication flow	2	.54
Decision making	4	.74
Motivation	4	.67
Integration of personnel and mission	6	.73
Identification with unit	3	.68
General climate	8	.69
Supervisory leadership		
Support	4	.83
Teamwork	2	.75
Goal emphasis	4	.82
Work facilitation	6	.81
Influence	2	.73
Co-worker interaction		
Support	2	.71
Teamwork	4	.87
Work facilitation	2	.57
Peer influence	2	.57
Work group processes		
Coordination	2	.78
Readiness	8	.77
Discipline	2	.80
Intergroup cooperation	2	.70
Unit norms and values	17	.89

Individual outcomes		
Equal opportunity	10	.83
Job satisfaction	4	.81
Personal adjustment	5	.78
Family life	4	.68

The component "Organizational processes" is measured by the subscales from communication flow through intergroup cooperation. Unit norms are a single scale.

The range of index scores can be from 1 to 5. The average mean index score is 3.24, the average standard deviation is .98.

Comments:

The overall effects of the data feedback and survey project were mixed. The Commanding General used information for the report. However, the data feedback affects on unit commanders ways of running their units seemed minimal. The OESOs reported that they found it very difficult to move from the data to action playing with their clients. The data indices had little operational meaning to the OESOs or their clients. It was not clear to the OESOs what a particular combination of index scores indicated about an organization nor what should be done as a result.



Walizer, D. G., & Mietus, J. R. (1980). Development of an organizational survey feedback program for the 32nd Air Defense Command. (AD-A100 972). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Items employed the following Likert scale:

- a. Strongly disagree
  - b. Somewhat disagree
  - c. Neutral
  - d. Somewhat agree
  - e. Strongly agree
- 
1. The information I receive down through formal channels is generally accurate.
  2. I get all the information I need about what is going on in other sections or departments in my unit.
  3. Work priorities are established in line with the unit's objectives.
  4. Meetings in this unit generally accomplish meaningful objectives.
  5. Decisions are made in this unit at those levels where the most adequate information is available.
  6. Decisions are made in this unit after getting information from those who actually do the job.
  7. People in my work group work hard.
  8. I get a sense of accomplishment from the work I do.
  9. I look forward to coming to work everyday.
  10. I want to contribute my best effort to the unit's mission and my assigned tasks.
  11. This unit has a real interest in the welfare of assigned personnel.
  12. My job helps me to achieve my personal goals.
  13. I have enough time off to take care of my personal and family needs.
  14. My performance evaluation and efficiency reports have been helpful to me.
  15. This unit places a high emphasis on accomplishing the mission.
  16. Workload and time factors are taken into consideration in planning our workgroup assignments.
  17. I would like to stay in this unit as long as I can.
  18. My unit is respected on this post.
  19. The job I have is a respected one on this post.
  20. I am not afraid to make an occasional mistake .
  21. My unit is willing to try new or improved methods of doing work.
  22. There is enough emphasis on competition in this unit.
  23. Rules in this unit are enforced.
  24. There is little interference from outside units in doing our work.
  25. There is a good working relationship between civilian and military personnel in this unit.
  26. My job is directly related to meeting the unit's goals.

27. This unit is able to respond to all the demands put on it to accomplish its mission.
28. My supervisor lets me know when I have done my job well.
29. My supervisor makes it easy to tell when things are not going as well as he expects.
30. When appropriate, my supervisor supports my decision.
31. It is easy for me to get in to see my supervisor.
32. My supervisor emphasizes teamwork.
33. When there is disagreement my supervisor encourages the people who works for him/her to openly discuss their differences.
34. I know what my workgroup is trying to accomplish.
35. My supervisor emphasizes mission accomplishment.
36. My supervisor encourages us to give our best effort.
37. My supervisor maintains high personal standards of performance.
38. Rarely do other people up the chain-of-command make conflicting demands on me while I am at work.
39. Unless I ask for help my supervisor lets me do my work without interfering.
40. My supervisor gives clear instructions when he assigns me a task.
41. My supervisor shows me how to improve my performance.
42. My supervisor helps me plan and schedule my work ahead of time.
43. My supervisor ensures that all required materials are available to accomplish the job.
44. My supervisor is able to be heard by and influence those above him.
45. My supervisor is highly regarded as a leader by members of my workgroup.
46. My co-workers tell me when they think I have done a good job.
47. I have the trust and support of my co-workers.
48. My co-workers work together as a team.
49. My co-workers encourage each other to give their best effort.
50. My co-workers maintain high standards of performance.
51. Open and honest discussion is used when there are disagreements among my co-workers.
52. My co-workers provide the help I need so I can plan, organize and schedule work ahead of time.
53. My co-workers offer each others new ideas for solving job related problems.
54. I feel that I am given adequate authority to perform the tasks and responsibilities assigned to me.
55. I am able to influence my co-workers when we are making group decisions.
56. Information important to our work is widely exchanged within my work group.
57. My work group plans together and coordinates its efforts.
58. I understand what is expected of me on my job.
59. My work group is able to respond on short notice to heavy work demands placed upon it.

60. My work group meets all requirements placed on it by higher levels of command.
61. The supplies and equipment I receive are adequate to perform my work.
62. I am working in the job area for which I have been trained.
63. I am getting the training I need to take on more responsibilities.
64. My supervisor is trained for his job.
65. My work group has sufficient qualified personnel to accomplish its mission.
66. Army standards of order and disciplined are maintained in my work group.
67. Members of my work group reflect Army standards of military curtesy, appearance and grooming.
68. Cooperation is encouraged between work groups in my unit.
69. When I am doing a job that requires the assistance of another work group I usually receive the help I need.
70. Administering of discipline in my unit is done fairly.
71. I receive very objective efficiency reports in this unit.
72. My job provides opportunity for me to advance my skill and/or personal education.
73. I know what I have to do to get recognized for doing a good job.
74. Work assignments are fairly made in this unit.
75. This unit recognizes a person for what he/she does and not just by favoritism.
76. Racial problems in my unit are confronted and dealt with fairly.
77. A spirit of cooperation exists among races in my unit.
78. My unit does not have a drug problem.
79. Excessive drinking is not a problem in my unit.
80. Officers in this unit care more about their own welfare than the welfare of the troops.
81. Things are done with little or no pre-planning in this unit.
82. You get in trouble if you ask "why?" .
83. During inspections of our unit, each HQ has its own set of standards, it is not the same standards for everybody.
84. Officers in this unit often don't use the chain-of-command.
85. NCOs in this unit get mad if they are called out at night.
86. Senior NCOs in this unit are afraid of the officers.
87. Senior NCOs in this unit won't protect their men.
88. NCOs and officers in this unit don't seem to think before they act.
89. Most EM in this unit will take a reasonable order.
90. You can't afford to fail or make a mistake in this unit.
91. Seeking help is a sign of weakness in this unit.
92. "Cover Your Butt" is the name of the game in this unit.
93. The primary concern of the officers in this unit is getting promoted at any cost.
94. Priorities keep changing in this unit.
95. The only way to get action taken on a problem in this unit is to go to the IG.
96. We hardly ever follow established procedures in this unit.

- 97. On the whole the Army gives me a chance to show what I can do.
- 98. I would rather be in my present Army job than any other Army job.
- 99. I usually feel that what I am doing in the Army is worthwhile.
- 100. I am interested in my present Army job .
- 101. I am in good humor and happy.
- 102. I am daydreaming more than usual.
- 103. I wish people would let me alone.
- 104. I have unpleasant feelings in my stomach lately.
- 105. I feel sluggish a great deal of the time.

The following questions are for married, accompanied personnel only.

- 106. My present Army job leaves me enough time for family life.
- 107. My present Army job has put a lot of pressure on my marriage.
- 108. My spouse isn't happy with my present assignment.
- 109. I worry about the wellbeing of my family when I am on duty.

Whitmarsh, P. J. (1983). An assessment of job satisfaction of combat arms personnel during REALTRAIN training. (AD-A148 312). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Description:

This study isolated dimensions of job satisfaction and determined the relationship between job satisfaction and tactical performance in a real training versus conventional tactical training environment. The job satisfaction questionnaire was administered before and after training to the respondents.

Sample:

187 soldiers assigned to the 4th Infantry Division at Ft. Carson, CO.

Measure:

Factor analysis on 24 questionnaire items indicated four dimensions of job satisfaction: unit cohesiveness, training expectations, work satisfaction and career intentions. In addition, a leadership scale was constructed from four questionnaire items.

The job satisfaction questionnaire contains 28 items written to describe the dimensions of: unit cohesiveness, training expectations, work satisfaction, career intentions, and leadership.

Ratings employ a five point Likert-type scale.

Whitmarsh, P. J. (1983). An assessment of job satisfaction of combat arms personnel during REALTRAIN training. (AD-A148 312). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

The job satisfaction questionnaire contains 28 items written to describe the dimensions of:

unit cohesiveness - seven items,  
training expectations - nine items,  
work satisfaction - five items  
career intentions - three items, and  
leadership - four items.

Ratings employ a five point scale ranging from strongly agree to strongly disagree, very likely to very unlikely, extremely well trained to extremely poorly trained.

Unit cohesiveness items.

1. men in the unit know how to get the job done right,
2. if a man needs he can normally count on the men in the unit to help,
3. the men in the unit are a good group to work with,
4. men of the unit work together as a team,
5. men of the unit help each other out,
6. the unit does high quality work,
7. the unit does more than enough work to get by.

Work satisfaction.

1. I like the day to day work that makes up my duty position,
2. the people I work with make me want to work hard,
3. the conditions I work under make me feel like doing my best,
4. my day to day work makes me feel like I am doing something worthwhile,
5. all in all, I am satisfied with my job in the Army.

Yuest, E. E., & Tremble, T. R. (1985). Impact of Cohesion on Leader Behavior-Outcome Relationships. In A. D. Mangelsdorff, & J. M. King (Eds.), Cohesion and motivation: Multi-national efforts in the Armed Forces. (AD-A159 940). Fort Sam Houston, TX: Army Health Care Studies and Clinical Investigation Activity.

Description:

Questionnaire study of the association between cohesion and leader-subordinate relationships.

Sample:

Questionnaire data were collected from 2,274 first-term soldiers in 39 US Army units.

Measure:

Cohesiveness was measured by 3 scales. All scale values were a five-point continuum and part of an 85 item questionnaire used to evaluate the program.

One scale was an overall indicator of attraction to an organization in terms of its reverse resistance to leaving it. This measure combined perceptions of the likelihood of own and other soldiers' rejection of an offer to transfer to another unit.

The other two scales measured cohesion in terms of evaluations of the quality of work relationships and inter-personal closeness of soldiers in a unit.

The items in the leadership scales elicited ratings of the NCO with whom a soldier works most closely. Two leadership scales were examined: a people-oriented behavior scale and a task-oriented behavior scale.

Three satisfaction measures were administered, including measures of: 1) a soldier's own adjustment, 2) unit morale, and 3) satisfaction with own supervisor.

Also measured perceived adequacy of training given to soldiers for the tasks required by their positions, and unit effectiveness.

Yoest, E. E., & Tremble, T. R. (1985). Impact of Cohesion on Leader Behavior-Outcome Relationships. In A. D. Mangelsdorff, & J. M. King (Eds.), Cohesion and motivation: Multi-national efforts in the Armed Forces. (AD-A159 940). Fort Sam Houston, TX: Army Health Care Studies and Clinical Investigation Activity.

Cohesion - measured by 3 scales. All scale values were a five-point continuum and part of an 85 item questionnaire used to evaluate the program.

1. Overall attraction to Army

This measure combined perceptions of the likelihood of own and other soldiers' rejection of an offer to transfer to another unit.

2. Quality of work relationships

How well do unit members...

1. do their jobs,
2. perform in training settings,
3. perform as good soldiers,
4. work as a team,
5. work hard to get the job done, and
6. make each other feel like doing a good job.

3. Interpersonal closeness:

How much do you...

1. like other unit members with whom you work,
2. caring about what happens to other unit members with whom you work,
3. trust other unit members with whom you work.

Leadership: People-oriented behavior scale:

How much has the NCO with whom you work most closely...

1. listened to and cared about problems of soldiers seeking help,
2. understood guys in the unit,
3. helped people solve their problems, and
4. been available when soldiers wanted to talk.

Leadership: Task-oriented behavior scale:

How much has the NCO with whom you work most closely...

1. done a good job,
2. shown soldiers how best to perform their jobs and
3. made soldiers feel like winners when they had done well.

Satisfaction measures:

1. Soldier's own adjustment:
  - a) own morale -- improvement in opinion about the Army,
  - b) usual mood, and
  - c) overall adjustment to the Army;



2. Unit morale:
  - a) overall morale in the unit,
  - b) reasonableness of rules in the unit, and
  - c) feeling that the unit is concerned about the soldier as an individual; and
3. Satisfaction with own supervisor -- one item scale.

Perceived adequacy of training given to soldiers for the tasks required by their positions. (no item wording given)

Unit effectiveness scale:

Perceptions about:

1. overall unit effectiveness,
2. time required to make the unit combat ready ,and
3. the likely combat effectiveness of the unit.

Research Triangle Institute, Caliber Associates, Human Resources Research Organization. The Army Family Research Program AFRP Analysis Plan (0005AK). Volume II: Appendixes. May 1990. RTI/3795/05 WP.

Description: The 1989 Army Soldier and Family Survey, administered to soldiers and their spouses, addresses major issues in the Army Family Action Plan, and is part of five-year integrated research program.

Sample: A world-wide survey of 43 installations, 535 company size units, 11,400 soldiers, and their supervisors, and 3,400 spouses.

Measure: The AFRP surveys included many items and scales. Selected scales and items are reported here.

### Soldier Scales

#### Unit Environment

Unit Personnel Support--5 items,  $\alpha=.80$  (Mean=16.16, SD=4.41)  
Unit Supervisor Support--4 items,  $\alpha=.87$  (Mean=14.47, SD=3.81)  
Work Predictability--6 items,  $\alpha=.76$  (Mean=20.38, SD=4.75)  
Work Motivation--3 items,  $\alpha=.61$  (Mean=11.25, SD=2.47)  
Unit Leader Family Support -- 3 items,  $\alpha=.80$  (Mean=9.13, SD=2.85)  
Unit Morale--3 items,  $\alpha=.78$  (Mean=9.60, SD=2.89)  
Unit Combat Confidence--5 items,  $\alpha=.86$  (Mean=15.44, SD=4.56)

#### Unit Readiness Rating Scales

Cohesion and Teamwork

Meeting Standards

Supplies, Materials, and equipment (not including vehicles and weapons)

Care and Concern for Families

Care and Concern for Soldiers

Leadership

Mission Performance

#### Work

Soldiering--4 items,  $\alpha=.85$  (Mean=13.80, SD=2.28)  
Weapon Preparedness--4 items,  $\alpha=.86$  (Mean=12.99, SD=3.49)

### The Respondent and the Army

Work Satisfaction--10 items,  $\alpha=.77$  (Mean=35.22, SD=6.30)  
Community Satisfaction--5 items,  $\alpha=.77$  (Mean=16.82, SD=3.39)  
Satisfaction with Personal Freedom and Time--3 items,  $\alpha=.81$  (Mean=9.87, SD=2.80)  
Army Commitment--7 items,  $\alpha=.86$  (Mean=23.08, SD=5.99)  
Alienation--3 items,  $\alpha=.71$  (Mean=13.31, SD=3.00)  
Self-esteem--3 items,  $\alpha=.62$  (Mean=12.70, SD=2.83)  
Work Stress--5 items,  $\alpha=.74$  (Mean=17.29, SD=4.87)  
Locus of Control--5 items,  $\alpha=.69$  (Mean=17.41, SD=3.36)

Sample Survey of Military Personnel  
First-Term Soldier Attitudes  
Survey Control Number: ATZI-NCR-MA-83-30  
RCS: MILPC-3

7. All in all, how satisfied are you with your unit?
- A. Very satisfied
  - B. Somewhat satisfied
  - C. Neither satisfied nor dissatisfied
  - D. Somewhat dissatisfied
  - E. Very dissatisfied
8. How much pride do you take in being a member of this unit?
- A. A great deal
  - B. A fairly large amount
  - C. Some
  - D. A little
  - E. None at all

UNIT READINESS

9. What is your opinion of the overall effectiveness of your company (battery or similarly sized unit) in completing military tasks?
- A. Very effective
  - B. Somewhat effective
  - C. Borderline
  - D. Somewhat ineffective
  - E. Very ineffective
10. If my unit were to go into combat today, it would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Not sure
  - D. Disagree
  - E. Strongly disagree
11. In your opinion, how well trained are you as an individual for performing your MOS tasks?
- A. Very well trained
  - B. Well trained
  - C. Borderline
  - D. Poorly trained
  - E. Very poorly trained

12. How well trained are most of the other individuals in your unit in performing individual MOS tasks?

- A. Very well trained
- B. Well trained
- C. Borderline
- D. Poorly trained
- E. Very poorly trained

13. Overall, how well trained is your workgroup as a unit in performing unit-level military tasks?

- A. Very well trained
- B. Well trained
- C. Borderline
- D. Poorly trained
- E. Very poorly trained

To what extent would you consider EACH of the following to be a personnel problem in your unit?

	Is Not a <u>Problem</u>	Is a Minor <u>Problem</u>	Is a Moderate <u>Problem</u>	Is a Severe <u>Problem</u>
14. Low soldier Motivation	A	B	C	D
15. Lack of unit pride	A	B	C	D
16. Lack of discipline	A	B	C	D

#### LEADERSHIP

17. On the average, how well do the NCOs with whom you work do their jobs?

- A. Very well
- B. Well
- C. Borderline
- D. Poorly
- E. Very poorly

18. How many of the NCO's with whom you work are good leaders?

- A. All are
- B. Most are
- C. Some are
- D. very few
- E. None

19. In my unit, NCO's care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree or disagree
  - D. Disagree
  - E. Strongly disagree
20. On the average, how well do the officers for whom you work do their jobs
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
21. How many of the officers for whom you work do you think are good leaders?
- A. All are
  - B. Most are
  - C. Some are
  - D. Very few
  - E. None
22. In my unit, officers care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree or disagree
  - D. Disagree
  - E. Strongly disagree
23. What do you think of the military discipline in your unit at the present time?
- A. Not strict enough
  - B. About right
  - C. Too strict

THE SOLDIERS IN YOUR UNIT (COMPANY, TROOP, OR BATTERY)

24. If you were given a choice, would you rather stay with the soldiers in your unit or be reassigned?
- A. Definitely stay with this group of soldiers
  - B. Probably stay with this group of soldiers
  - C. Undecided
  - D. Probably request reassignment
  - E. Definitely request reassignment

25. If you would like reassignment, what is the major reason why? (As in answering the other questions, select only ONE answer; choose the one that best fits your situation.)
- A. To get away from my supervisors
  - B. To get away from the people I work with
  - C. To work in another MOS
  - D. To move to a different location
  - E. Some other reason
  - F. Does not apply to me; I do not wish to be reassigned
26. On the average, how well do the soldiers in your unit you work with do their jobs?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
27. How many soldiers in your company (or similarly sized unit) do you think are good soldiers?
- A. All are
  - B. Most are
  - C. Some are
  - D. Very few
  - E. None
28. In my unit, most of the soldiers care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
29. If a member of my unit needs help, he can count on other unit members to provide it.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
30. I do not trust the other soldiers in my unit.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

31. My unit is a team; the members work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
32. Do the soldiers in your unit make each other feel like doing a good job?
- A. Always
  - B. Most of the time
  - C. Sometimes
  - D. Seldom
  - E. Never
33. In general, how do you feel about the soldiers in your company (battery or troop)?
- A. I like all of them
  - B. I like most all of them
  - C. I like more than half of them
  - D. I like about half of them
  - E. I like some, but less than half of them
  - F. I like one or a few of them
  - G. I like none of them
34. How frequently do you spend off-duty time with other members of your unit?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never
35. How many soldiers in your company (artillery battery or armor troop) would you consider to be your friend?
- A. More than twenty
  - B. Sixteen to twenty
  - C. Eleven to fifteen
  - D. Five to ten
  - E. Four
  - F. Three
  - G. Two
  - H. One
  - I. None

36. All in all, how satisfied are you with the persons in your work group

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied

37. All in all, how satisfied are you with your supervisor?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied

YOUR JOB

38. All in all, how satisfied are you with your job?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied

39. All in all, how satisfied are you with the Army compared to most other organizations?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied

40. Considering your skills and the effort you put into the work, how satisfied are you with your pay?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied

41. How satisfied do you feel with the progress you have made in the Army up to now?

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Somewhat dissatisfied
- E. Very dissatisfied



42. How satisfied do you feel with your chance for getting ahead in the Army in the future?
- A. Very satisfied
  - B. Satisfied
  - C. Neither satisfied nor dissatisfied
  - D. Somewhat dissatisfied
  - E. Very dissatisfied
43. Choose the ONE of the following statements which best tells how well you like your job.
- A. I love it
  - B. I am enthusiastic about it
  - C. I like it
  - D. I am indifferent to it
  - E. I don't like it
  - F. I dislike it
  - G. I hate it
44. Which one of the following shows HOW MUCH OF THE TIME you feel satisfied with your job.
- A. All of the time
  - B. Most of the time
  - C. A good deal of the time
  - D. About half of the time
  - E. Occasionally
  - F. Seldom
  - G. Never
45. I would change to some other Army job if given a chance.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
46. Which ONE of the following best tells how you feel about changing your job:
- A. I would quit this job at once if I could get anything else to do
  - B. I would take almost any other job in which I could earn as much as I am earning now
  - C. I would like to change both my job and my career field
  - D. I would like to exchange my present job for another job in the same line of work
  - E. I am not eager to change my job, but I would do so if I could get a better job
  - F. I cannot think of any jobs for which I would exchange mine
  - G. I would not exchange my job for any other

47. Which one of the following shows how you think you compare with other people:

- A. No one likes his job better than I like mine
- B. I like my job much better than most people like theirs
- C. I like my job better than most people like theirs
- D. I like my job about as well as most people like theirs
- E. I dislike my job more than most people dislike theirs
- F. I dislike my job much more than most people dislike theirs
- G. No one dislikes his job more than I dislike mine

To what extent do you agree or disagree with EACH of the following: [scored on 5-point scale from Strongly Agree to Strongly Disagree]

- 48. A lot of my duty and training time is spent in doing things that are not important.
- 49. I usually work just hard enough to get by on my present Army job.
- 50. I would rather be in my present Army job than in any other Army job.
- 51. I am interested in my Army job.
- 52. On the whole, the Army gives me a chance to show what I can do.
- 53. In general, the Army is run pretty well.
- 54. I usually feel that what I am doing in the Army is worthwhile.
- 55. A soldier with ability has a good chance for promotion in the Army.

#### COMMITMENT

56. To what extent do you personally feel a commitment to pitch-in and work as a group with your fellow soldiers?

- A. To a very large extent
- B. To a large extent
- C. To some extent
- D. To a little extent
- E. To a very little extent

57. To what extent do you personally feel a commitment to follow the guidance of NCO leadership?

- A. To a very large extent
- B. To a large extent
- C. To some extent
- D. To a little extent
- E. To a very little extent

58. To what extent do you personally feel a commitment to follow the guidance of the OFFICERS assigned to your unit?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a little extent
  - E. To a very little extent
59. To what extent do you think the other soldiers in your unit, as a whole, are committed to following the guidance of the officers assigned to your unit?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a little extent
  - E. To a very little extent

IMPORTANCE ASSOCIATED WITH DIFFERENT ASPECTS OF A JOB

These questions ask about the kind of job you would LIKE TO HAVE. Whether or not you have it now, how important are each of the following? [Answered on 4-point scale: Very Important, Fairly Important, Fairly Unimportant, and Very Unimportant]

60. A job where the fringe benefits (medical care, retirement plan, etc.) are good.
61. A job that gives me a chance to make the world a better place.
62. A job that gives me a chance to serve my country well.
63. A job where the pay is good.
64. How important is it to you personally to be a good soldier?
- A. Very important
  - B. Fairly important
  - C. Fairly unimportant
  - D. Very unimportant
65. How important is it to you personally to be assigned to a unit that is highly trained and ready for combat in a moment's notice?
- A. Very important
  - B. Fairly important
  - C. Fairly unimportant
  - D. Very unimportant

66. How important is it to you personally to be in a unit that is highly disciplined by traditional military standards?

- A. Very important
- B. Fairly important
- C. Fairly unimportant
- D. Very unimportant

1985 DoD Survey of Officers

**MILITARY LIFE**

107. How would you describe the morale of military personnel at your current location? If you are currently assigned to a ship, indicate the morale of personnel on board ship. Mark one.

MORALE IS  
VERY LOW

MORALE IS  
VERY HIGH

1-----2-----3-----4-----5

108. How much do you agree or disagree with each of the following statements about military life? Mark each item as: [5-point scale: Strongly Disagree to Strongly Agree]

Life in the military is about what I expect it to be.

Military personnel in the future will not have as good retirement benefits as I have now.

My military pay and benefits will not keep up with inflation

My family could be better off if I took a civilian job

109. Below is a list of issues particular to a military way of life. Considering current policies, please indicate your level of satisfaction/dissatisfaction with each issue.

For each item, mark if you are: [5-point scale: Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, and Very Dissatisfied]

Personal Freedom  
Acquaintances/friendships  
Work group/co-workers  
Assignment stability  
Pay and allowances  
Environment for families

Frequency of moves  
Retirement benefits  
Opportunity to serve one's country  
Satisfaction with current job  
Promotion opportunities  
Job training/in-service education  
Job security  
Working/environmental conditions  
Post service education benefits (VEAP)  
Medical care  
Dental care  
Commissary services

110. Now, taking all things together, how satisfied are you with the military as a way of life?

Very dissatisfied

Dissatisfied

Somewhat dissatisfied

Neither dissatisfied nor satisfied

Somewhat satisfied

Satisfied

Very satisfied

Sample Survey of Military Personnel - Enlisted Personnel  
August 1983  
Survey Control Number (SCN): AT2I-NCR-MA-83-16B  
RCS: MILPC-3

UNIT CLIMATE

87. If you were given a choice, would you rather stay with the soldiers in your company/battery?
- A. Definitely stay with this group of soldiers
  - B. Probably stay with this group of soldiers
  - C. Undecided
  - D. Probably request reassignment
  - E. Definitely request reassignment
88. My company/battery is a team; the members work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
89. In my company/battery most of the soldiers care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
90. If a member of my company/battery needs help, he can count on other unit members to provide it.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

UNIT EFFECTIVENESS

91. How many soldiers do you think are good soldiers in your platoon (section or similarly sized unit)?
- A. All are
  - B. Most are
  - C. Some are
  - D. Very few are
  - E. None are

92. How many soldiers in the other platoons in your company or battery do you think are good soldiers?
- A. All are
  - B. Most are
  - C. Some are
  - D. Very few are
  - E. None are
93. What is your opinion of the overall effectiveness of your platoon
- A. Very effective
  - B. Somewhat effective
  - C. Borderline
  - D. Somewhat ineffective
  - E. Very ineffective
94. What is your opinion of the overall effectiveness of the other platoons in your company/battery?
- A. Very effective
  - B. Somewhat effective
  - C. Borderline
  - D. Somewhat ineffective
  - E. Very ineffective
95. In general, how do you feel about the people in your platoon?
- A. I like all of them
  - B. I like almost all of them
  - C. I like more than half of them
  - D. I like about half of them
  - E. I like some, but less than half of them
  - F. I like one of a few of them
  - G. I like none of them
96. In general, how do you feel about the people in the other platoons in your company/battery?
- A. I like all of them
  - B. I like almost all of them
  - C. I like more than half of them
  - D. I like about half of them
  - E. I like some, but less than half of them
  - F. I like one of a few of them
  - G. I like none of them



Sample Survey of Military Personnel - Enlisted Personnel  
Fall 1988  
Survey Control Number: ATNC-AO-88-51B  
RCS: MILPC-3

SOLDIER QUALITY OF LIFE

71. In what type of housing do you currently live?

- A. On post in barracks
- B. On post in BEQ/BOQ
- C. On post in government housing
- D. Off post in government-leased housing
- E. Off post (own)
- F. Off post (rent)

FOR QUESTIONS 72 THROUGH 80, USE THE SCALE BELOW:

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

My current living arrangement is very adequate for:

- 72. Privacy
- 73. Living space
- 74. Storage
- 75. Security for my possessions.
- 76. The Army's recent emphasis on family programs and improving quality of life has benefitted me.
- 77. The Army is trying to improve the overall quality of life for single soldiers.
- 78. The Army is trying to improve the overall quality of life for married soldiers.
- 79. The quality of life for soldiers in the barracks improves with rank or eniority.
- 80. The Army is improving the quality of life for the soldiers in the barracks.

FOR QUESTIONS 81 THROUGH 85, USE THE SCALE BELOW:

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

81. The Army is improving the quality of life for the married soldiers in on-post family housing.

82. The Army is improving the quality of life for married soldiers living off post (non-government housing).

The Army treats single soldiers and married soldiers fairly with regard to:

83. Amount of housing allowance

84. Amount of weight allowance for PCS moves

85. Unit leaders treat single soldiers and married soldiers the same with regard to assignment to details after duty hours.

Sample Survey of Military Personnel - Enlisted Personnel  
February 1983  
Survey Control Number (SCN): ATMI-NCR-MA-83-1B  
RCS: MILPC-3

UNIT CLIMATE

13. Which one of the following do you consider to be the greatest personnel problem in your unit or organization during the last 6 months? (Select only ONE response).
- A. Poor officer leadership
  - B. Poor senior NCO leadership
  - C. Poor junior NCO leadership
  - D. Low soldier motivation
  - E. Lack of unit pride
  - F. Lack of discipline
  - G. Low morale
  - H. Use of marijuana and/or hashish
  - I. Use of "hard drugs"
  - J. Abuse of alcohol (beer, wine, and liquor)
  - K. Trainability of personnel
  - L. Family problems of unit personnel
  - M. Racial tension or confrontation
  - N. None of the above is a problem in my unit
14. The officers in my unit care about what happens to the individual soldier.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
15. In my unit, most of the soldiers care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
16. On the whole, how is the morale in your unit or detachment?
- A. Very high
  - B. High
  - C. Neither high nor lo
  - D. Low
  - E. Very low

17. How often do the members of your unit or organization work hard to get things done?
- A. Always
  - B. Most of the time
  - C. Sometimes
  - D. Seldom
  - E. Never
18. The soldiers in my unit or organization are proud to be members of the unit.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
19. Do the officers in your unit really know their stuff?
- A. All do
  - B. Most do
  - C. About half do
  - D. Few do
  - E. None do
  - F. Don't know
20. Do the NCO's in your unit really know their stuff?
- A. All do
  - B. Most do
  - C. About half do
  - D. Few do
  - E. None do
  - F. Don't know
21. Do the NCO's look out for the welfare of the soldiers in your unit?
- A. Almost always
  - B. Most of the time
  - C. Some of the time
  - D. Seldom
  - E. Almost never
22. In general, how do you feel about the people you work with
- A. I like them a lot
  - B. I think they are OK
  - C. I do not like them very much
  - D. I do not like them at all

23. Are you having trouble finding worthwhile friends in your unit or organization?

- A. Yes
- B. No

ATTITUDES ON COMBAT

47. How ready is your unit or organization for combat?

- A. Ready to fight on a day's notice
- B. Could be ready in a week
- C. Could be ready in a month
- D. Could be ready in two months
- E. It would take longer than two months
- F. I do not know
- G. Does not apply - I am not in a deployable unit

48. If my unit were to go into combat today, it would do a good job.

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree
- F. Does not apply - I am not in a deployable unit

49. If hostilities were to break out, do Army policies require female soldiers to remain with their units if their location became a combat zone?

- A. Yes
- B. No
- C. I don't know

ODCSPER Soldier Survey: Enlisted Personnel  
May 1984  
SCN: ATZI-NCS-S-4-10B  
NCS: MILPC-3

LEADERSHIP

32. The NCO's that I work with care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's
33. Do the NCO's that you work with really know their stuff?
- A. All do
  - B. Most do
  - C. About half do
  - D. Few do
  - E. None do
  - F. Don't know
  - G. I do not work with any NCO's
34. Overall, how well do the NCO's that you work with usually perform their MOS tasks?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
  - F. Don't know
  - G. I do not work with any NCO's
35. The NCO's that I work with are good leaders.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's

36. The instructions given to me by the NCO's that I work with are usually?
- A. Very hard to understand
  - B. Hard to understand
  - C. Neither hard nor easy to understand
  - D. Easy to understand
  - E. Very easy to understand
  - F. I do not work with any NCO's
37. How often do the NCO's that you work with visit their soldiers after duty hours to conduct "Sergeant's Business"
- A. Every night
  - B. Three or four nights a week
  - C. One or two nights a week
  - D. Three or four nights a month
  - E. About once a month
  - F. Less than once a month
  - G. Never
  - H. Don't know
  - I. I do not work with any NCO's
38. How often do the officers in your company/battery/troop usually visit their soldiers after duty hours?
- A. Every night
  - B. Three or four nights a week
  - C. One or two nights a week
  - D. Three or four nights a month
  - E. About once a month
  - F. Less than once a month
  - G. Never
  - H. Don't know
39. In my company/battery/troop the officers care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
40. The instructions given to me by the officers that I work with are usually:
- A. Very hard to understand
  - B. Hard to understand
  - C. Neither hard nor easy to understand
  - D. Easy to understand
  - E. Very easy to understand
  - F. I do not work with any officers

41. The officers in my chain-of-command set good examples of ethical behavior; such as following and enforcing Army standards of behavior, rules, regs, customs, code of conduct.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. Don't know
42. Do the officers that you work with really know their stuff
- A. All do
  - B. Most do
  - C. About half do
  - D. Few do
  - E. None do
  - F. Don't know
  - G. I do not work with any officers
43. The officers that I work with are good leaders.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any officers

#### COHESION

44. If you were given a choice, would you rather stay with the soldiers that you work with or be reassigned?
- A. Definitely stay with this group of soldiers
  - B. Probably stay with this group of soldiers
  - C. Undecided
  - D. Probably request reassignment
  - E. Definitely request reassignment
45. Most of the soldiers that I work with care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree



46. I do not trust the other soldiers that I work with.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
47. My workgroup is a team; the members work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
48. How much effort do the soldier you work with usually put into getting their duty task done?
- A. More than enough to get the job done
  - B. Enough to get the job done
  - C. Less than enough to get the job done
49. Of the soldiers that your work with, how many would you consider to be your friend?
- A. None
  - B. One
  - C. Two
  - D. Three
  - E. Four
  - F. Five to seven
  - G. Eight to ten
  - H. Eleven to fifteen
  - I. Sixteen to twenty
  - J. More than twenty

#### MORALE

50. Overall, how is the morale in your company/battery/troop?
- A. Very high
  - B. High
  - C. Borderline
  - D. Low
  - E. Very low

51. How much pride do you take in being a member of your company/battery/troop?

- A. A great deal
- B. A fairly large amount
- C. Some
- D. A little
- E. None at all

52. Would you recommend service in the Army to a friend or relative who has just completed high school?

- A. Definitely yes
- B. Probably yes
- C. Probably no
- D. Definitely no
- E. Don't know

Sample Survey of Military Personnel - Enlisted Personnel  
Spring 1989  
Survey Control Number: ATNC-AO-89-11B  
RCS: MILPC-3

For questions 51 through 54, use the scale below:

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied
- F. Does not apply

How satisfied are you with the support and concern the following Army leaders have for your family?

- 51. Officers in my unit/place of duty
- 52. NCOs in my unit/place of duty
- 53. How satisfied are you with the concern the Army has for your family?
- 54. Overall, how satisfied are you with the Army as a way of life?

Sample Survey of Military Personnel - Enlisted Personnel  
Spring 1990  
Survey Control Number: ATNC-AO-90-27B  
RCS: MILPC-3

YOUR CURRENT WORK/DUTY SITUATION

108. Mark the one phrase which best describes the kinds of people you work with on a daily basis.
- A. All military
  - B. Most are military, some are civilian employees
  - C. About half military and half civilian employees
  - D. Most are civilian employees, some are military
  - E. All civilian employees

For Questions 109-116, use the scale at the right to evaluate your current work/duty situation.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

109. My job makes good use of my abilities.  
110. I find my work challenging.  
111. I usually have a predictable duty day.  
112. I am pleased with my career (progress) in the Army.  
113. When I do a good job, it is recognized.  
114. When awards and recognition are given, they usually go to the most deserving people.  
115. In general, I am treated fairly regarding awards and recognition.  
116. All in all, I am satisfied with my job.

YOUR IMMEDIATE SUPERVISOR

117. My day-to-day immediate military supervisor is:
- A. Does not apply; my supervisor is civilian.
  - B. Junior NCO (CPL-SSG)
  - C. Senior NCO (SFC-SGM)
  - D. Warrant officer (WO1-MW4)
  - E. Company grade officer (2LT-CPT)
  - F. Field grade officer or general officer (MAJ-GEN)
118. My day-to-day immediate civilian supervisor is:
- A. Does not apply; my supervisor is military.
  - B. Civilian, GS10 [or equivalent]
  - C. Civilian, GS11-12 [or equivalent]
  - D. Civilian, GS/GM13 [or equivalent] or higher

For Questions 119 - 129, use the scale at the right to answer questions about your immediate supervisor.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

- 119. My supervisor clearly outlines the goals/priorities of my work.
- 120. My supervisor lets me know how well I am doing my work.
- 121. My supervisor encourages ideas and suggestions about better ways to do the work.
- 122. My supervisor keeps soldiers informed.
- 123. It is hard to talk about job-related problems with my supervisor.
- 124. My supervisor has a strong interest in the welfare of his/her subordinates.
- 125. My supervisor has a strong interest in the welfare of dependent family members of his/her subordinates.
- 126. My supervisor is competent in handling the technical parts of his/her job.
- 127. My supervisor is competent in handling the people-skills parts of his/her job.
- 128. All in all, I have a good supervisor.
- 129. All in all, my unit is well run.

CDCSPER Survey of Military Personnel - Enlisted Personnel  
Summer 1987  
Survey Approval Authority: US Army Soldier Support Center  
Survey Control Number: ATNC-AO-87-32B  
RCS: MILPC-3

LEADERSHIP, MORALE AND READINESS

1. How would you describe the leadership environment in your unit?
  - A. Very good
  - B. Good
  - C. Neither good nor poor
  - D. Poor
  - E. Very poor
2. How good are the NCOs that you work with as leaders?
  - A. Does not apply, I do not work with NCOs
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor
3. How good are the officers that you work with as leaders?
  - A. Does not apply, I do not work with officers
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor
4. The officers that I work with set good examples of ethical behavior.
  - A. Does not apply, I do not work with officers
  - B. Strongly agree
  - C. Agree
  - D. Neither agree nor disagree
  - E. Disagree
  - F. Strongly disagree
5. How is the overall morale in your unit?
  - A. Very high
  - B. High
  - C. Neither high nor low
  - D. Low
  - E. Very low

6. In general, the soldiers in my unit work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
7. The soldiers in my unit care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
8. To what extent do senior NCOs (E-7 through E-9) in your unit help junior NCOs (CPL, SGT, and SSG) become better leaders?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To small extent
  - E. Not at all
9. How good a job would your unit do if it were to go to war today?
- A. Does not apply, my unit would not go to war
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor

Sample Survey of Military Personnel - Officer Personnel

Fall 1989

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-89-36B

YOUR UNIT

65. Overall, how well do you think your unit "gets the job done"?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
66. Overall, how would you rate the morale in your unit?
- A. Excellent
  - B. Very good
  - C. Good
  - D. Fair
  - E. Poor
67. Mark the one phrase which best describes the kinds of people you work with on a daily basis.
- A. All military
  - B. Most are military, some are civilian employees
  - C. About half military and half civilian employees
  - D. Most are civilian employees, some are military
  - E. All civilian employees.
68. Is your immediate supervisor military or civilian?
- A. Military
  - B. Civilian
69. All in all, I have a good supervisor.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree



ODCSPER Survey of Military Personnel - Officer Personnel  
Summer 1987  
Survey Control Number: ATNC-AO-87-32A  
RCS: MILPC-3

LEADERSHIP, MORALE AND READINESS

1. How would you describe the leadership environment in your unit?
  - A. Very good
  - B. Good
  - C. Neither good nor poor
  - D. Poor
  - E. Very poor
2. How good are the NCOs that you work with as leaders?
  - A. Does not apply, I do not work with NCOs
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor
3. How good are the officers that your work with as leaders?
  - A. Does not apply, I do not work with officers
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor
4. The officers that I work with set good examples of ethical behavior.
  - A. Does not apply, I do not work with officers
  - B. Strongly agree
  - C. Agree
  - D. Neither agree nor disagree
  - E. Disagree
  - F. Strongly disagree
5. How is the overall morale in your unit?
  - A. Very high
  - B. High
  - C. Neither high nor low
  - D. Low
  - E. Very low

6. In general, the soldiers in my unit work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
7. The soldiers in my unit care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
8. To what extent do senior officers in your unit help junior officers become better leaders
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a small extent
  - E. Not at all
9. How good a job would your unit do if it were to go to war today?
- A. Does not apply, my unit would not go to war
  - B. Very good
  - C. Good
  - D. Neither good nor poor
  - E. Poor
  - F. Very poor

PAY AND BENEFITS

How satisfied are you with the following items Use the scale below to answer questions 38 through 45. If an item does not apply, use response F.

A=Very Satisfied  
B=Satisfied  
C= Neither Satisfied Nor Dissatisfied  
D=Dissatisfied  
E=Very Dissatisfied  
F=Does Not Apply

38. Military pay
39. Commissary
40. Post Exchange

- 41. Medical benefits
- 42. Bachelor Officer Quarters
- 43. Family housing
- 44. PCS travel entitlements
- 45. Military retirement benefits

1985 Department of Defense  
Survey of Military Spouses

80. How likely are you to reenlist at the end of your current term of service? Assume that all special pays which you currently receive are still available. Mark one.

Does not apply. I plan to retire  
Does not apply. I plan to leave the service  
(0 in 10) No chance  
(1 in 10) Very slight possibility  
(2 in 10) Slight possibility  
(3 in 10) Some possibility  
(4 in 10) Fair possibility  
(5 in 10) Fairly good possibility  
(6 in 10) Good possibility  
(7 in 10) Probable  
(8 in 10) Very probable  
(9 in 10) Almost sure  
(10 in 10) Certain

84. All things considered, please indicate your level of satisfaction or dissatisfaction as a spouse with each feature of military life listed below.

For each item, mark if you are: Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Very Dissatisfied, No Opinion, No Experience.

Military housing  
Military pay and allowances  
Military job security  
Military retirement benefits  
Military promotion opportunities  
Rights of civilian spouses  
Levels of demands made on civilian spouses  
Family separations  
PCS moves  
Dental care  
Medical care  
Environment for families  
Opportunities for education/training for civilian spouses  
Service attitude toward families and family problems  
Time available for military spouse to spend with family  
Availability of job opportunities/employment for civilian spouses

85. Now, taking all things together, how satisfied are you as a spouse with the military as a way of life

Very dissatisfied

Dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Satisfied

Very satisfied

Sample Survey of Military Personnel - Officer Personnel

Fall 1988

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-88-51A

RCS: MILPC-3

SOLDIER QUALITY OF LIFE

71. In what type of housing do you currently live?

- A. On post in barracks
- B. On post in BEQ/BOQ
- C. On post in government housing
- D. Off post in government-leased housing
- E. Off post (own)
- F. Off post (rent)

FOR QUESTIONS 72 THROUGH 80, USE THE SCALE BELOW:

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

My current living arrangement is very adequate for:

- 72. Privacy
- 73. Living space
- 74. Storage
- 75. Security for my possessions.
- 76. The Army's recent emphasis on family programs and improving quality of life has benefitted me.
- 77. The Army is trying to improve the overall quality of life for single soldiers.
- 78. The Army is trying to improve the overall quality of life for married soldiers.
- 79. The quality of life for soldiers in the barracks improves with rank or seniority.
- 80. The Army is improving the quality of life for the soldiers in the barracks.

FOR QUESTIONS 81 THROUGH 85, USE THE SCALE BELOW:

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

81. The Army is improving the quality of life for the married soldiers in on-post family housing

82. The Army is improving the quality of life for married soldiers living off post (non-government housing)

The Army treats single soldiers and married soldiers fairly with regard to:

83. Amount of housing allowance

84. Amount of weight allowance for PCS moves

85. Unit leaders treat single soldiers and married soldiers the same with regard to assignment to details after duty hours

Sample Survey of Military Personnel  
Officer Personnel as of February 1985  
Survey Control Number: ATZI-NCO-OE-85-2A  
RCS: MILPC-3

Using a scale of A to I, please rate the following statement:

- A rating of A means Extremely dedicated.
- A rating of I means Not at all dedicated.
- A rating of E means Neutral.

46. How dedicated are you to your job?

Extremely  
Dedicated

Not at all  
Dedicated

A      B      C      D      E      F      G      H      I

Using a scale of A to I, please rate how strongly you agree or disagree with the following statement:

- A rating of A means Strongly agree.
- A rating of I means Strongly disagree.
- A rating of E means Neutral.

47. The most important things which happen in my life, involve my job.

Strongly  
Agree

Strongly  
Disagree

A      B      C      D      E      F      G      H      I



ODCSPER Survey of Military Personnel - Officer Personnel

June 1985

Survey Control Number: ATZT-AO-85-20A

PROBLEMS OF LEADERSHIP IN YOUR UNIT OR ORGANIZATION

Indicate whether each of the following potential problems is in fact a current problem for your unit. Consider only the unit to which you are presently assigned, referring to conditions as they are now existing or have been in the last six months.

	<u>NOT a</u> <u>Problem</u>	<u>A minor</u> <u>Problem</u>	<u>A moderate</u> <u>Problem</u>	<u>A</u> <u>severe</u> <u>Problem</u>
8. Poor officer leadership	A	B	C	D
9. Poor senior NCO leadership	A	B	C	D
10. Poor junior NCO leadership	A	B	C	D
11. Low soldier motivation	A	B	C	D
12. Lack of unit pride	A	B	C	D
13. Lack of discipline	A	B	C	D
14. Low morale	A	B	C	D
15. The use of marijuana or hashish	A	B	C	D
16. The use of "hard drugs"	A	B	C	D
17. The abuse of alcohol	A	B	C	D
18. Trainability of personnel	A	B	C	D
19. Family problems of unit personnel	A	B	C	D
20. Racial tension or confrontation	A	B	C	D
21. Personnel turbulence (turnover of personnel)	A	B	C	D

22. Which ONE of the following do you consider to be the greatest personnel problem in your unit or organization? (As with all questions in this survey, select only ONE response).

- A. Poor officer leadership
- B. Poor senior NCO leadership
- C. Poor junior NCO leadership
- D. Low soldier motivation
- E. Lack of unity pride
- F. Lack of discipline
- G. Low morale
- H. Use of marijuana and/or hashish
- I. Use of "hard drugs"
- J. Abuse of alcohol
- K. The ability of personnel to be trained
- L. Family problems of unit personnel
- M. Racial tension or confrontation
- N. Personnel turbulence (change of personnel)
- O. Personnel stability (little change of personnel)
- P. None of the above is a problem in my unit.

23. What ONE of the following do you consider to be the best thing about your unit?

- A. Good officer leadership
- B. Good senior NCO leadership
- C. Good junior NCO leadership
- D. Motivation by the soldiers
- E. A lot of unit pride
- F. Good unit discipline
- G. High morale
- H. Little or no use of marijuana and/or hashish in your unit
- I. Little or no use of "hard drugs" in your unit
- J. Little or no use of alcohol
- K. The ability of personnel to be trained
- L. No family problems
- M. No racial problems
- N. Personnel turbulence (change of personnel)
- O. Personnel stability (little change of personnel)
- P. Something favorable not listed above

SOLDIERS WITH WHOM YOU WORK

24. How do you feel about the people with whom you work?

- A. I like them a lot
- B. I think they are OK
- C. I don't like them very much
- D. I don't like them at all

25. If you were given a choice, and if it would not interfere with your promotion chances, would you rather stay with the soldiers in your unit or be reassigned?
- A. Definitely stay with this group of soldiers
  - B. Probably stay with this group of soldiers
  - C. Undecided
  - D. Probably request reassignment
  - E. Definitely request reassignment
26. If a member of my unit needs help, he can count on other unit members to provide it.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
27. I do not trust the soldiers in my unit.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
28. My unit is a team; the members work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
29. In my unit, most of the soldiers care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
30. How often do you spend off-duty time with other members of your unit?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never

31. Do the soldiers in your unit make each other want to do a good job?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never
32. How often do the members of your unit or organization work hard to get things done?
- A. Always
  - B. Most of the time
  - C. Sometimes
  - D. Seldom
  - E. Never
33. To what extent do you personally feel a commitment to offer your best leadership effort for the soldiers with whom you work?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a little extent
  - E. To a very little extent
34. The enlisted soldiers I work with are good soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any enlisted soldiers in my assignment
35. How well do most of the enlisted personnel that you work with perform their MOS tasks?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
  - F. I do not work with any enlisted personnel in my assignment

36. If the enlisted personnel that I work with were to go into war today, they would do a good job

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree
- F. I do not work with any enlisted soldiers in my assignment

VIEWS ABOUT LEADERSHIP

37. If a member of my unit has personal problems, he can count on the unit leadership to provide help.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

NCO LEADERSHIP

39. To what extent do you personally feel a commitment to support NCO personnel in their leadership role?

- A. To a very large extent
- B. To a large extent
- C. To some extent
- D. To a little extent
- E. To a very little extent

40. The NCO's that I work with are good leaders.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree
- F. I do not work with any NCO's

41. How well do most of the NCO's that you work with know their MOS tasks?

- A. Very well
- B. Well
- C. Borderline
- D. Poorly
- E. Very poorly
- F. I do not work with any NCO's

42. If the NCO's that I work with were to go into war today, they would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's
43. The NCO's that I work with care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's
44. How often do the NCO's that you work with visit their soldiers after duty hours?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never
  - F. I do not know
  - G. I do not work with any NCO's

OFFICER LEADERSHIP

45. The officers that I work with are good leaders.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
46. If the officers that I work with were to go into war today, they would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

47. If I were to go into war today, I would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
48. In my unit the officers care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
49. The officers in my chain of command set good examples of ethical behavior (such as following and enforcing Army standards of behavior, rules, regulations, customs, and code of conduct).
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. Don't know

YOUR JOB, YOUR UNIT, AND THE ARMY

53. The average soldier is better off today than soldiers ever were.
- A. Strongly agree
  - B. Agree
  - C. Not sure
  - D. Disagree
  - E. Strongly disagree
54. On the whole, the Army gives me a chance to show what I can do.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

55. I am pleased with my career (progress) in the Army.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
56. For the most part, I am satisfied with my chances for promotion.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
57. How much pride do you take in being a member of your unit?
- A. A great deal
  - B. A fairly large amount
  - C. Some
  - D. A little
  - E. None at all
58. What do you think of the military discipline in your unit at the present time?
- A. Not strict enough
  - B. About right
  - C. Too strict
59. Overall, how is the morale in your unit?
- A. Very high
  - B. High
  - C. Borderline
  - D. Low
  - E. Very low
60. My organization makes an important contribution to the mission of the Army.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree



61. All in all, I am satisfied with my job.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

62. Would you recommend service in the Army to a friend or relative who has just completed high school?

- A. Definitely yes
- B. Probably yes
- C. Probably no
- D. Definitely no
- E. Don't know

YOUR SATISFACTION WITH COMPENSATION AND ENTITLEMENTS

75. How satisfied are you with your pay?
- A. Very satisfied
  - B. Satisfied
  - C. Borderline
  - D. Dissatisfied
  - E. Very dissatisfied
76. How satisfied are you with the military benefits to which you are entitled (use of commissary, medical privileges, retirement plan, etc.)?
- A. Very satisfied
  - B. Somewhat satisfied
  - C. Neither satisfied nor dissatisfied
  - D. Somewhat dissatisfied
  - E. Very dissatisfied
77. My housing or quarters are adequate.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

ODCSPER Soldier Survey: Officer Personnel as of May 1984  
Survey Control Number: ATZI-NCS-S-84-10A  
RCS: MILPC-3

MORALE

42. Overall, how is the morale in your company/battery/troop?
- A. Very high
  - B. High
  - C. Borderline
  - D. Low
  - E. Very low
43. How much pride do you take in being a member of your company/battery/troop?
- A. A great deal
  - B. A fairly large amount
  - C. Some
  - D. A little
  - E. None at all
44. Would you recommend service in the Army to a friend or relative who has just completed high school?
- A. Definitely yes
  - B. Probably yes
  - C. Probably no
  - D. Definitely no
  - E. Don't know

Sample Survey of Military Personnel - Officer Personnel  
September 1986  
Survey Control Number: ATNC-AO-86-30A  
RCS: MILPC-3

6. All in all, how satisfied are you with your current job in the Army?
- A. Extremely satisfied
  - B. somewhat satisfied
  - C. A little satisfied
  - D. Neither satisfied nor dissatisfied
  - E. A little dissatisfied
  - F. Somewhat dissatisfied
  - G. Extremely dissatisfied

Sample Survey of Military Personnel - Officer Personnel

Spring 1987

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-87-17A

RCS: MILPC-3

How satisfied are you with each of the following?  
USE THE SCALE BELOW TO ANSWER QUESTIONS 8 TO 14.

A=Very Satisfied

B=Satisfied

C=Neither Satisfied nor Dissatisfied

D=Dissatisfied

E=Very Dissatisfied

8. Your current duty position
9. The support and concern the Army has for you and your family
10. The Army as a way of life
11. Use of your educational background on the job
12. Use of your skills and abilities on the job
13. Opportunity to progress in your career
14. Your immediate supervisor

Sample Survey of Military Personnel - Officer Personnel  
Spring 1988  
Survey Approval Authority: US\Army Soldier Support Center  
Survey Control Number: ATNC-AO-88-22A  
RCS: MILPC-3

BATTLE CONFIDENCE

FOR QUESTIONS 104 THROUGH 108, INDICATE THE EXTENT OF YOUR  
AGREEMENT WITH THE BASE STATEMENT AS IT APPLIES TO EACH  
CONDITION. USE THE SCALE BELOW.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

I am confident that I could go to war and win with...

104. ...the training the Army has provided me.

105. ...the equipment the Army has provided me.

106. ...the weapons systems the Army has provided me.

107. ...the abilities and training of my leaders in my unit.

108. ...the abilities and training of my peers in my unit.

Sample Survey of Military Personnel--Officer Personnel

Spring 1989

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-89-11A

RCS: MILPC-3

For questions 51 through 54, use the scale below:

- A. Very satisfied
- B. Satisfied
- C. Neither satisfied nor dissatisfied
- D. Dissatisfied
- E. Very dissatisfied
- F. Does not apply

How satisfied are you with the support and concern the following Army leaders have for your family?

51. Officers in my unit/place of duty

52. NCOs in my unit/place of duty

53. How satisfied are you with the concern the Army has for your family?

54. Overall, how satisfied are you with the Army as a way of life?

Sample Survey of Military Personnel - Officer Personnel

Spring 1990

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-90-27B

RCS: MILPC-3

YOUR CURRENT WORK/DUTY SITUATION

108. Mark the one phrase which best describes the kinds of people you work with on a daily basis.

- A. All military
- B. Most are military, some are civilian employees
- C. About half military and half civilian employees
- D. Most are civilian employees, some are military
- E. All civilian employees

For Questions 109-116, use the scale at the right to evaluate your current work/duty situation.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

- 109. My job makes good use of my abilities.
- 110. I find my work challenging.
- 111. I usually have a predictable duty day.
- 112. I am pleased with my career (progress) in the Army.
- 113. When I do a good job, it is recognized.
- 114. When awards and recognition are given, they usually go to the most deserving people.
- 115. In general, I am treated fairly regarding awards and recognition.
- 116. All in all, I am satisfied with my job.

YOUR IMMEDIATE SUPERVISOR

117. My day-to-day immediate military supervisor is:

- A. Does not apply; my supervisor is civilian.
- B. Junior NCO (CPL-SSG)
- C. Senior NCO (SFC-SGM)
- D. Warrant officer (WO1-MW4)
- E. Company grade officer (2LT-CPT)
- F. Field grade officer or general officer (MAJ-GEN)

118. My day-to-day immediate civilian supervisor is:

- A. Does not apply; my supervisor is military.
- B. Civilian, GS10 [or equivalent]
- C. Civilian, GS11-12 [or equivalent]
- D. Civilian, GS/GM13 [or equivalent] or higher



For Questions 119 - 129, use the scale at the right to answer questions about your immediate supervisor.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

- 119. My supervisor clearly outlines the goals/priorities of my work.
- 120. My supervisor lets me know how well I am doing my work.
- 121. My supervisor encourages ideas and suggestions about better ways to do the work.
- 122. My supervisor keeps soldiers informed.
- 123. It is hard to talk about job-related problems with my supervisor.
- 124. My supervisor has a strong interest in the welfare of his/her subordinates.
- 125. My supervisor has a strong interest in the welfare of dependent family members of his/her subordinates.
- 126. My supervisor is competent in handling the technical parts of his/her job.
- 127. My supervisor is competent in handling the people-skills parts of his/her job.
- 128. All in all, I have a good supervisor.
- 129. All in all, my unit is well run.

ODCSPER Survey of Military Personnel - Officer Personnel

October 1986

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATZI-AO-86-14A

PROBLEMS OF LEADERSHIP IN YOUR UNIT OR ORGANIZATION

Indicate whether each of the following potential problems is in fact a current problem for your unit. Consider only the unit to which you are presently assigned, referring to conditions as they are now existing or have been in the last six months.

A= NOT a problem

B= A minor problem

C= A moderate problem

D= A severe problem

8. Poor officer leadership
9. Poor senior NCO leadership
10. Poor junior NCO leadership
11. Low soldier motivation
12. Lack of unit pride
13. Lack of discipline
14. Low morale
15. The use of marijuana or hashish
16. The use of "hard drugs"
17. The abuse of alcohol
18. Trainability of personnel
19. Family problems of unit personnel
20. Racial tension or confrontation
21. Personnel turbulence (turnover of personnel)

22. Which ONE of the following do you consider to be the greatest personnel problem in your unit or organization? (As with all questions in this survey, select only ONE response).

- A. Poor officer leadership
- B. Poor senior NCO leadership
- C. Poor junior NCO leadership
- D. Low soldier motivation
- E. Lack of unity pride
- F. Lack of discipline
- G. Low morale
- H. Use of marijuana and/or hashish
- I. Use of "hard drugs"
- J. Abuse of alcohol
- K. The ability of personnel to be trained
- L. Family problems of unit personnel
- M. Racial tension or confrontation
- N. Personnel turbulence (change of personnel)
- O. Personnel stability (little change of personnel)
- P. None of the above is a problem in my unit.

23. What ONE of the following do you consider to be the best thing about your unit?

- A. Good officer leadership
- B. Good senior NCO leadership
- C. Good junior NCO leadership
- D. Motivation by the soldiers
- E. A lot of unit pride
- F. Good unit discipline
- G. High morale
- H. Little or no use of marijuana and/or hashish in your unit
- I. Little or no use of "hard drugs" in your unit
- J. Little or no use of alcohol
- K. The ability of personnel to be trained
- L. No family problems
- M. No racial problems
- N. Personnel turbulence (change of personnel)
- O. Personnel stability (little change of personnel)
- P. Something favorable not listed above

SOLDIERS WITH WHOM YOU WORK

24. How do you feel about the people with whom you work?

- A. I like them a lot
- B. I think they are OK
- C. I don't like them very much
- D. I don't like them at all

25. If you were given a choice, and if it would not interfere with your promotion chances, would you rather stay with the soldiers in your unit or be reassigned?
- A. Definitely stay with this group of soldiers
  - B. Probably stay with this group of soldiers
  - C. Undecided
  - D. Probably request reassignment
  - E. Definitely request reassignment
26. If a member of my unit needs help, he can count on other unit members to provide it.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
27. I do not trust the soldiers in my unit.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
28. My unit is a team; the members work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
29. In my unit, most of the soldiers care about what happens to each other.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
30. How often do you spend off-duty time with other members of your unit?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never

31. Do the soldiers in your unit make each other want to do a good job?
- A. Always or almost always
  - B. Often
  - C. Sometimes
  - D. Seldom
  - E. Never
32. How often do the members of your unit or organization work hard to get things done?
- A. Always
  - B. Most of the time
  - C. Sometimes
  - D. Seldom
  - E. Never
33. To what extent do you personally feel a commitment to offer your best leadership effort for the soldiers with whom you work?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a little extent
  - E. To a very little extent
34. The enlisted soldiers I work with are good soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any enlisted soldiers in my assignment
35. How well do most of the enlisted personnel that you work with perform their MOS tasks?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
  - F. I do not work with any enlisted personnel in my assignment

36. If the enlisted personnel that I work with were to go into war today, they would do a good job
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any enlisted soldiers in my assignment

NCO LEADERSHIP

39. To what extent do you personally feel a commitment to support NCO personnel in their leadership role?
- A. To a very large extent
  - B. To a large extent
  - C. To some extent
  - D. To a little extent
  - E. To a very little extent
40. The NCO's that I work with are good leaders.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's
41. How well do most of the NCO's that you work with know their MOS tasks?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
  - F. I do not work with any NCO's
42. If the NCO's that I work with were to go into war today, they would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's

43. The NCO's that I work with care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
  - F. I do not work with any NCO's

OFFICER LEADERSHIP

45. The officers that I work with are good leaders.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
46. If the officers that I work with were to go into war today, they would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
47. If I were to go into war today, I would do a good job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
48. In my unit the officers care about what happens to their soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

49. The officers in my chain of command set good examples of ethical behavior (such as following and enforcing Army standards of behavior, rules, regulations, customs, and code of conduct).

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree
- F. Don't know

YOUR JOB, YOUR UNIT, AND THE ARMY

53. The average soldier is better off today than soldiers ever were.

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

54. On the whole, the Army gives me a chance to show what I can do.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

55. I am pleased with my career (progress) in the Army.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree

56. For the most part, I am satisfied with my chances for promotion.

- A. Strongly agree
- B. Agree
- C. Neither agree nor disagree
- D. Disagree
- E. Strongly disagree



57. How much pride do you take in being a member of your unit?
- A. A great deal
  - B. A fairly large amount
  - C. Some
  - D. A little
  - E. None at all
58. What do you think of the military discipline in your unit at the present time?
- A. Not strict enough
  - B. About right
  - C. Too strict
59. Overall, how is the morale in your unit?
- A. Very high
  - B. High
  - C. Borderline
  - D. Low
  - E. Very low
60. My organization makes an important contribution to the mission of the Army.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
61. All in all, I am satisfied with my job.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
62. Would you recommend service in the Army to a friend or relative who has just completed high school?
- A. Definitely yes
  - B. Probably yes
  - C. Probably no
  - D. Definitely no
  - E. Don't know

Sample Survey of Military Personnel - Officer Personnel

Fall 1989

Survey Approval Authority: US Army Soldier Support Center

Survey Control Number: ATNC-AO-89-36A

YOUR UNIT

65. Overall, how well do you think your unit "gets the job done"?
- A. Very well
  - B. Well
  - C. Borderline
  - D. Poorly
  - E. Very poorly
66. Overall, how would you rate the morale in your unit?
- A. Excellent
  - B. Very good
  - C. Good
  - D. Fair
  - E. Poor
67. Mark the one phrase which best describes the kinds of people you work with on a daily basis.
- A. All military
  - B. Most are military, some are civilian employees
  - C. About half military and half civilian employees
  - D. Most are civilian employees, some are military
  - E. All civilian employees.
68. Is your immediate supervisor military or civilian?
- A. Military
  - B. Civilian
69. All in all, I have a good supervisor.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

1986 Reserve Components Survey of Officers

FOR QUESTION 46 TO QUESTION 54 BELOW, PLEASE MARK THE NUMBER WHICH SHOWS YOUR OPINION ON THE LINE FOLLOWING EACH QUESTION. For example, people who are Very Satisfied would mark 7. People who are Very Dissatisfied would mark 1. Others may have opinions somewhere between 1 and 7.

46. How satisfied are you with the training received during your unit drills?

Very Dissatisfied 1-----2-----3-----4-----5-----6-----7 Very Satisfied

47. How satisfied are you with the opportunities you have to use your MOS/Designator/Specialty skills during unit drills?

Very Dissatisfied 1-----2-----3-----4-----5-----6-----7 Very Satisfied

48. How satisfied are you with the opportunities you have for promotion in your unit?

Very Dissatisfied 1-----2-----3-----4-----5-----6-----7 Very Satisfied

49. How satisfied are you with your opportunities for leadership in your unit?

Very Dissatisfied 1-----2-----3-----4-----5-----6-----7 Very Satisfied

50. In general, how would you describe the weapons or equipment your unit uses during your unit drills?

Very Out of Date 1-----2-----3-----4-----5-----6-----7 Up to Date

51. In general, how would you describe the mechanical condition of the weapons and equipment your unit uses during training?

Excellent 1-----2-----3-----4-----5-----6-----7 Poor

52. Overall, how satisfied were you with your unit's activities at 1985 Annual Training/ACDUTRA

Does not apply, I didn't attend 1985 Annual Training/ACDUTRA

Very Dissatisfied 1-----2-----3-----4-----5-----6-----7 Very Satisfied



1986 Reserve Components--Survey of Guard/Reserve Spouses

77. All things considered, please indicate your level of satisfaction or dissatisfaction with each feature of your spouse's participation in the Guard/Reserve listed below. [Scored on 5-point scale, ranging from Very Satisfied to Very Dissatisfied]

Military pay and allowances

Commissary privileges

Other military privileges (e.g. exchange, space available travel)

Time required at Guard/Reserve activities

Military retirement benefits

Unit social activities

Opportunities for education/training

Opportunity to serve one's country

Acquaintances/friendships

78. What is your overall attitude toward your spouse's participation in the Guard/Reserve? Mark one

Very favorable

Somewhat favorable

Neither favorable nor unfavorable

Somewhat unfavorable

Very unfavorable

## APPENDIX B

### SOCIAL CLIMATE MEASURES USED IN THE U.S. NAVY

#### INDEX

	Page
Backman, T. W. H., Bruni, J. R., & Randolph, P. L. (1984). <u>Interrelations among career counseling, organizational commitment and career satisfaction</u> . (AD-P003 333). San Diego, CA: Navy Personnel Research and Development Center . . . . .	B-4
Conway, S. W., & Conway, T. L. (1988). <u>Perceived life quality and health-related correlates among men aboard Navy ships</u> . (AD-A204 022). San Diego, CA: Navy Personnel Research and Development Center . . . . .	B-5
Etterman, J. E. (1982). <u>First termers disillusionment: Its effect on attrition in the United States Navy</u> . (AD-A127 311). Monterey, CA: Naval Postgraduate School . . . . .	B-2
Johnson, L. A., & Butler, M. C. (1982). <u>Perceived role and task characteristic influences on job satisfaction, organizational commitment, and turnover decision-making among Navy Health Care Administrators</u> . (AD-A132 702). San Diego, CA: Naval Health Research Center . . . . .	B-7
Navy Environment Scale (138 items) Source: Hoiberg and Berry . . . . .	B-9
Psychological Climate Questionnaire Source: Jones and James . . . . .	B-8
USCINCLANT/CINCLANTFLT Inspector General. Command Climate Survey - Military Questionnaire Version 1.0. San Diego: Navy Personnel Research and Development Center . . . . .	B-10

Etterman, J. E. (1982). First term disillusionment: Its effect on attrition in the United States Navy. (AD-A127 311). Monterey, CA: Naval Postgraduate School.

Description:

This study examines the relationship between expectations and attrition for U.S. Navy enlisted men.

Sample:

Navy enlisted men responding to the 1978 DoD Survey of Officers and Enlisted Personnel and the 1979 DoD Survey of Personnel Entering Military Service.

Measure:

Expectations concerning the Navy were measured on the 1979 DoD Survey of Personnel Entering Military Service.

Satisfaction data come from the 1978 DoD Survey of Officers and Enlisted Personnel.

Two items were used on the 1979 Survey of Personnel Entering Military Service which was administered to enlistees immediately after they were sworn in. One measures satisfaction, the other expectations.

Overall satisfaction was measured with a single item from the 1978 DoD Survey of Officers and Enlisted Personnel.

The mean values were :

Q84 mean = 5.524 s.d.= 1.378

Q105 mean = .406 s.d.= 1.465.

Etterman, J. E. (1982). First term disillusionment: Its effect on attrition in the United States Navy. (AD-A127 311).  
Monterey, CA: Naval Postgraduate School.

Two items from the 1979 Survey of Personnel Entering Military Service:

Q16b. How satisfied were you with the military job you signed up for? (1-very satisfied, 2-somewhat satisfied, 3-neither satisfied nor dissatisfied, 4-somewhat dissatisfied, 5-very dissatisfied)  
Q84. How satisfied or dissatisfied do you think you will be with military life? (1-very dissatisfied, 7-very satisfied)

The satisfaction item from the 1978 DoD Survey of Officers and Enlisted Personnel is:

Q105. Now, taking all things together, how satisfied or dissatisfied are you with the military as a way of life? (1-very dissatisfied, 7-very satisfied)



Backman, T. W. H., Bruni, J. R., & Randolph, P. L. (1984).  
Interrelations among career counseling, organizational  
commitment and career satisfaction. (AD-P003 333). San  
Diego, CA: Navy Personnel Research and Development Center.

Description:

This research explored the relationships among career counseling, organizational commitment counseling and career satisfaction, as part of a larger study of career retention.

Sample:

Questionnaires returned by 5,051 Navy Aviation Officers .

Measure:

Organizational commitment scale was developed from a scale by Mowday, Porter and Steers. The mean value for commitment was 5.0 (standard deviation = .82).

Career satisfaction scale was developed from a scale by Morrison and Cook. The mean satisfaction value was 5.8 and a standard deviation of 1.0.

The results indicate that there is a strong correlation between organizational commitment and career satisfaction.

Conway, S. W., & Conway, T. L. (1988). Perceived life quality and health-related correlates among men aboard Navy ships. (AD-A204 022). San Diego, CA: Navy Personnel Research and Development Center.

Description:

This research provides a baseline assessment of perceived quality of life in a group of Navy shipboard men.

Sample:

Data was collected from 430 men stationed aboard 9 San Diego based ships.

Measure:

A self-report questionnaire assessed lifestyle information and attitudes related to health and well-being. A perceived quality of life measure included 16 items that assessed satisfaction and positive affect in a variety of areas including health, personal accomplishments, inter-personal relationships, work, and life as a whole. Wording of these items was based on items used by Andrews and Withey. They were presented in a 7-point Likert format from 1=terrible to 7=delighted. The quality of life items were also used to compute scale scores related to work life, personal life, self, and life as a whole. Alpha for these scales were .71, .85, .90, and .89, respectively.

Conway, S. W., & Conway, T. L. (1988). Perceived life quality and health-related correlates among men aboard Navy ships. (AD-A204 022). San Diego, CA: Navy Personnel Research and Development Center.

QOL Items	Navy Mean	Navy s.d.	Ntnl Mean	Ntnl s.d.
How do you feel about your job?	4.4	1.5	5.5	1.0
How do you feel about the people you work with-- your co-workers?	5.0	1.1	5.6	0.9
How do you feel about the work you do on the job--the work itself?	5.0	1.3	5.6	1.1
How do you feel about your life as a whole?	5.6	1.2	5.5	1.2
How do you feel about what you are accomplishing in your life?	5.1	1.2	5.1	1.1
How do you feel about yourself?	5.7	1.1	5.2	1.0

Johnson, L. A., & Butler, M. C. (1982). Perceived role and task characteristic influences on job satisfaction, organizational commitment, and turnover decision-making among Navy Health Care Administrators. (AD-A132 702). San Diego, CA: Naval Health Research Center.

Description:

This study investigated the differential affects of personal, role, and perceived task characteristic measures on job satisfaction and organizational commitment.

Sample:

Questionnaire data were obtained from 657 Health Care Administrators serving on active duty with the Navy Medical Service Corps.

Measure:

Variables included a single item assessment of intent to remain with the organization, a 3-item measure of general, or overall job satisfaction ( $\alpha = .815$ ; Hackman and Oldham) and an abbreviated version of the organizational commitment scale developed by Porter and colleagues ( $\alpha = .848$ ). Specific items are not reported.

Descriptive Statistics	Mean	SD
Overall Job satisfaction	15.72	4.64
Organizational commitment	25.12	4.63

Results indicated that job scope was uniquely related to job satisfaction and not to organizational commitment. In addition, the role orientation variables were related to organizational commitment, and essentially unrelated to job satisfaction. Further, results indicated that job satisfaction and organizational commitment were directly related to turnover decision-making while task characteristics, role stress, and role orientation were best seen as antecedent correlates of satisfaction and commitment.

**Measure:** Psychological Climate Questionnaire

**Source:** Jones and James cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

**Description:**

The Psychological Climate Questionnaire has a very broad focus, covering perceptions of jobs and work roles as well as organizational properties, aspects of leadership style and trust. The questionnaire was developed and worded for use with Navy personnel.

**Sample:**

No information.

**Measure:**

The measure has 145 items and 35 scales, which fall into four sets.

The first group is concerned with perceived job and role characteristics, and includes the scales of Role Ambiguity, Role Conflict, Job Autonomy, Job Variety, Job Importance, Job Feedback, Job Challenge, Job Pressure, Efficiency of Job Design, Job Standards, and Opportunities to Deal with Others.

The second set of scales reflects leadership style; Support, Goal Emphasis, Work Facilitation, Interaction Facilitation, Planning and Co-ordination, Upward Interaction, Confidence and Trust-Up, and Confidence and Trust-Down.

The third set of scales is focused on the work group and includes the scales of Co-operation, Friendliness and Warmth, Reputation for Effectiveness, and Workgroup Esprit de Corps.

The fourth set of scales are concerned with the sub-system or organization as a whole, and includes the scales: Openness of Expression, Organizational Communication-Down, Interdepartmental Cooperation, Conflict of Organizational Goals and Objectives, Ambiguity of Organizational Structure, Consistent Applications of Organizational Policies, Organizational Esprit de Corps, Professional Esprit de Corps, Planning and Effectiveness, Fairness and Objectiveness of the Reward Process, Opportunities for Growth and Advancement, and Awareness of Employee Needs and Problems.

**Measure:** Navy Environment Scale (138 items)

**Source:** Hoiberg and Berry cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

**Description:**

The Navy Environment Scale was developed from Insel and Moos's (1974) Work Environment Scale.

**Sample:**

No information.

**Measure:**

The measure has 138-items and ten sub-scales to measure Involvement, Peer Cohesion, Staff Support, Personal Growth or Autonomy, Task Orientation, Work Pressure, Clarity, Control, Innovation, and Physical Comfort.

USCINCLANT/CINCLANTFLT Inspector General. Command Climate Survey  
- Military Questionnaire Version 1.0. San Diego: Navy  
Personnel Research and Development Center.

Description:

Command Climate measure developed for use in the Navy. A  
Civilian version of the questionnaire is also available.

Sample:

No information.

Description:

127 items, optically scanned instrument. Scales include:

- Command Policies and Programs
- Command Leadership
- Command Training
- Alcohol and Drug Abuse
- Job Assignment and Pay
- Equal Opportunity and Discrimination
- Sexual Harassment
- Base/Station Services

USCINCLANT/CINCLANTFLT Inspector General. Command Climate Survey  
- Military Questionnaire Version 1.0. San Diego: Navy  
Personnel Research and Development Center.

Use the scale below to indicate how strongly you agree or disagree with the statements that follow.

- a Strongly disagree
- b Disagree
- c Agree
- d Strongly agree

1. Right now, I like being a member of this command.
2. The majority of members in this command exhibit a sense of pride and professionalism in their role as a member of the military service.
3. Overall, members of this command are a loyal, cohesive group.

Use the scale below to indicate how strongly you agree or disagree with the statements that follow.

- a Strongly disagree
- b Disagree
- c Agree
- d Strongly agree

4. Everyone coming to this command is assigned a command sponsor.
5. My command sponsor provided the guidance and assistance I needed.
6. Command indoctrination at this command is provided in a timely manner.
7. The command indoctrination I received was adequate for my needs.
8. At this command, people understand what their responsibilities are.
9. My performance evaluations at this command have been fair.
10. Formal periodic performance evaluations are completed on time at this command.
11. I am recognized for good performance at this command.
12. I am held accountable if my performance is unsatisfactory at this command.
13. I am held accountable if my conduct is unsatisfactory at this command.
14. Personnel at this command use the chain of command to communicate.
15. At this command, people know what is expected of them.
16. At this command, I receive periodic counseling regarding the strengths of my performance.
17. At this command, I receive periodic counseling regarding the weaknesses of my performance.



18. The control of hazardous materials is well-managed in this command.
19. This command has a good program for security of classified material and classified information.
20. Prompt action is taken at this command to correct any security violations.
21. All military at this command are required to wear the proper uniform in accordance with regulations.
22. A well-groomed military appearance is required of all members of this command.
23. This command has an effective physical fitness program.
24. Physical fitness standards are applied fairly at this command.
25. This command has an effective remedial physical fitness program for all personnel who do not meet the physical fitness standards of their service branch.
26. Command members are informed of the Hotline, and assured that whistleblowers are protected.

Select the appropriate response for the following item and fill in the corresponding letter on your answer sheet. (Choose one response only.)

27. The most frequent INFORMATION security violation at this command, of which I am personally aware, is:
  - a I am not aware of any information security violations at this command
  - b Improper storage of classified material
  - c Improper destruction of classified material
  - d Failure to protect user ID codes and passwords
  - e Improper handling of proprietary or privacy information
  - f Insufficient emphasis on computer security
  - g Other
28. The most frequent PHYSICAL security violation at this command, of which I am personally aware, is:
  - a I am not aware of any physical security violations at this command
  - b Leaving doors and windows unsecured
  - c Improper or expired badges
  - d Unauthorized access to secure areas
  - e Improper parking decals
  - f Other

29. The most frequent example of fraud, waste or abuse of resources at this command of which I am personally aware is:

- a I am not aware of any incidences of fraud, waste, or abuse at this command
- b The use of government equipment for personal purposes
- c Pilfering of government supplies
- d Acceptance of gratuities
- e Certification of performance of work not actually performed by contractors
- f Conducting personal activities during working hours
- g The use of government long-distance telephone systems for personal calls
- h other

Use the scale below to indicate how strongly you agree or disagree with the statements that follow.

- a Strongly disagree
- b Disagree
- c Agree
- d Strongly agree

30. I am satisfied with the quality of leadership in my command.

31. The leadership of this command actively supports equal opportunity.

32. My superiors provide a good example to follow in their performance of duty.

33. My superiors provide a good example to follow in their appearance.

34. My superiors provide a good example to follow in their use of the chain of command.

35. My superiors provide a good example to follow in their leadership abilities.

36. Leaders of this command encourage personal development and growth of command members.

Use the scale below to indicate how strongly you agree or disagree with the statements that follow.

- a Strongly disagree
- b Disagree
- c Agree
- d Strongly agree
- e No knowledge

37. This command has a good General Military Training Program OR a good Essential Subjects Training Program OR a good Command Information Program.
38. I feel that I am properly trained to do my assigned duties.
39. I have received security training at this command.
40. The on-the-job training I have received at this command has helped me do my job better.
41. This command provides training in Total Quality Management (TQM).

Use the scale below to indicate how strongly you agree or disagree with the statements that follow.

- a Strongly disagree
- b Disagree
- c Agree
- d Strongly agree

42. This command supports and enforces the "Zero Tolerance" policy for drug abuse among its members.
43. This command conducts routine urinalysis screening to detect drug abuse.
44. Alcohol abuse is discouraged at this command.
45. Drinking alcoholic beverages is a factor in social acceptance among peers at this command.
46. I am personally aware of someone at this command who misuses/abuses alcohol.
47. I am personally aware of someone at this command who misuses/abuses drugs.
48. At this command, people who choose not to drink alcoholic beverages are sometimes made to feel that they are not "team players."
49. This command discourages the use of tobacco products.
50. Smoking is allowed only in designated smoking areas.
51. I have received counseling at this command about my career growth and development opportunities.
52. I am presently working within the specialty/field for which I was trained.
53. My specialty/field offers me a good career development path.
54. I am satisfied with the amount of responsibility I have in my present job.
55. I feel that work assignments are made fairly at this command.
56. I have access to the equipment and supplies I need to perform my job well.
57. My physical working environment does not present a health hazard.
58. I feel physically safe working at this command.
59. My personal property is secure in my work area.
60. I am generally satisfied with the job I do at this command.
61. I feel that my pay is satisfactory for my financial needs.
62. I feel that my allowances are adequate for my financial needs.

- 63. I feel that members of this command could benefit from additional financial counseling.
- 64. The value of benefits provided to military members and their families has not diminished in recent years.
- 65. The quality of services provided to military members and their families has not diminished in recent years.

Use the scale below to indicate how often the events described have occurred.

- a Not at all
- b Very seldom
- c Seldom
- d Frequently
- e Very frequently

- 66. I believe that racial/ethnic discrimination occurs at this command.
- 67. I have witnessed instances of racial/ethnic discrimination at this command.
- 68. I have personally experienced racial/ethnic discrimination at this command.
- 69. I believe that religious discrimination occurs at this command.
- 70. I have observed instances of religious discrimination at this command.
- 71. I have experienced religious discrimination at this command.
- 72. I feel that military justice is handled fairly at this command.

Select the appropriate response(s) to the following item. Fill in as many responses as apply for this question.

- 73. At this command, some people get preferential treatment because of:
  - a I am not aware of any individuals getting preferential treatment
  - b Their rank or seniority
  - c Their race/ethnicity
  - d Their sex
  - e Favoritism
  - f Other

Select the appropriate response to the following items.

- 74. At this command, complaints of sexual harassment are usually:
  - a Ignored
  - b Not taken seriously
  - c Investigated and corrected
  - d There are no complaints of sexual harassment at this command.

75. I have witnessed instances of sexual harassment at this command:

- a Never
- b Once
- c Several times
- d Many times

At this command, how often, if at all, have you been the target of the following sexual harassment behaviors while on duty or on base or ship Use the scale below to answer.

- a Never
- b Once
- c Once a month or less
- d 2-4 times a month
- e Once a week or more

- 76. Unwanted sexual whistles, calls, hoots, or yells
- 77. Unwanted sexual teasing, jokes, remarks or questions
- 78. Unwanted sexual looks, staring, or gestures
- 79. Unwanted letters, phone calls, or materials of a sexual nature
- 80. Unwanted pressure for dates
- 81. Unwanted deliberate touching, leaning over, cornering or pinching
- 82. Unwanted pressure for sexual favors
- 83. Actual or attempted rape or assault

Select the appropriate response(s) to the following items. Fill in as many responses as apply for these questions.

84. If you have been sexually harassed, was the person(s) who harassed you:

- a Does not apply/have not been sexually harassed
- b Your immediate supervisor
- c Other higher level supervisor(s)
- d Your co-worker(s)
- e Your subordinate(s)
- f Other

85. Was the person who harassed you:

- a Does not apply/have not been sexually harassed
- b Military officer
- c Military enlisted
- d Civilian government employee
- e Contractor
- f Other

Use the scale below to rate the following services that you have personally used while at this command or that you have direct knowledge of.

- a Very poor
- b Poor
- c Adequate
- d Good
- e Excellent
- f No knowledge

- 86. Military medical services, for yourself
- 87. Military medical services, for your family
- 88. CHAMPUS services, for yourself
- 89. CHAMPUS services, for your family
- 90. Military dental services, for yourself
- 91. Delta Dental Plan, administered by health benefits advisors through local dental clinics, for your family.
- 92. Commissary
- 93. Base/Post Exchange
- 94. Family Service Center
- 95. Child care facilities
- 96. Legal services
- 97. Disbursing Office
- 98. Public Works
- 99. Base Housing
- 100. BEQ
- 101. BOQ
- 102. On-base Club (E1-E6)
- 103. On-base Club (E7-E9)
- 104. On-base Consolidated Clubs or Mess
- 105. On-base Officers Club
- 106. Recreational facilities
- 107. Educational services
- 108. Personnel Records

Select the appropriate response for the following items.

- 109. If you are not satisfied with medical services for yourself or your family, which of the following would be your most serious complaint
  - a Long delays in getting appointments
  - b Long waiting times at the medical facilities
  - c The quality of care received
  - d Location of the medical facilities
  - e Other
  - f Not applicable (no complaint)

110. If you are not satisfied with CHAMPUS services for yourself and your family, which of the following would be your most serious complaint?
- a Paperwork is excessive
  - b CHAMPUS payments cover only part of the medical bill
  - c Rules and guidelines are confusing
  - d Will not cover many new technologies and medical techniques
  - e Takes too long to get reimbursed
  - f Other
  - g Not applicable (no complaint)
111. Do you personally have a need for child care at the present time?
- a Yes
  - b No
112. If you are not satisfied with military child care, which of the following would be your most serious complaint
- a Hours are too restricted/no overnight care
  - b Child Care Center and/or Family Home Care have waiting lists
  - c Location of Child Care Center is not convenient
  - d Quality of care available is sub-standard
  - e The way priorities are assigned is unfair
  - f Child care is expensive
  - g Other
  - h Not applicable (no complaint)
113. If you are not satisfied with the Commissary at your base, which of the following would be your most serious complaint?
- a Prices no lower than civilian stores
  - b Limited product variety
  - c Inconvenient location
  - d Insufficient parking
  - e Other
  - f Not applicable (no complaint)
114. If you are not satisfied with the Exchange at your base, which of the following would be your most serious complaint?
- a Prices no lower than civilian stores
  - b Limited product variety
  - c Inconvenient location
  - d Insufficient parking
  - e Other
  - f Not applicable (no complaint)

115. If you are unsatisfied with on-base clubs, which of the following would be your most serious complaint?

- a Facility is unattractive
- b Entertainment offered is not satisfactory
- c Over-crowding/facility too small
- d Food/drink are too expensive
- e Quality and variety of food
- f Other
- g Not applicable (no complaint)

116. If you are unsatisfied with base housing, which of the following would be your most serious complaint?

- a Waiting period too long
- b Unattractive housing units
- c Unattractive neighborhood
- d Poor maintenance
- e Location
- f Available units are too small
- g Other
- h Not applicable (no complaint)

117. What do you feel is the principal reason that more members do not take advantage of the services offered by the Family Service Center (FSC)?

- a Worries about confidentiality
- b Lack of knowledge of the services offered
- c Reluctance to seek professional help
- d A perception that FSC services are for married members only
- e Quality of service provided
- f Other

118. How important are recreational services to you (and your family)?

- a If Navy recreational service programs were eliminated, that would greatly decrease the quality of life for me (my family).
- b If Navy recreational service programs were eliminated, that would somewhat decrease the quality of life for me (my family).
- c If Navy recreational service programs were eliminated, that would make no difference in the quality of life for me (my family).



## APPENDIX C

### SOCIAL CLIMATE MEASURES USED IN THE U.S. AIR FORCE

#### INDEX

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Baughman, J. D., & Darnell, M. L. (1982). <u>An investigation of the effects of pay inequity, organizational commitment, and job satisfaction on career intent.</u> (AD-A122 989). Wright-Patterson Air Force Base, Ohio: Air Force Institute of Technology . . . . .	C-3
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Shaw, J. B., Fisher, C. D., & Woodman, R. W. (1983). Attitudes toward making a transfer: Factors related to reenlistment intentions, overall satisfaction, attitude toward future moves, and an analysis of qualitative data relevant to transfer attitudes. (AD-A137 352). Arlington, VA: Office of Naval Research.

Description:

Examined factors related to reenlistment intentions, overall satisfaction, and attitude toward future moves.

Sample:

A sample of 143 NCOs who had recently been notified that they would be transferred to a new assignment.

Measure:

A single item measured overall U. S. Air Force satisfaction: Taking all things into consideration, how satisfied/dissatisfied are you with your quality of life in the Air Force?  
Responses :1=very dissatisfied, 7=very satisfied.

Baughman, J. D., & Darnell, M. L. (1982). An investigation of the effects of pay inequity, organizational commitment, and job satisfaction on career intent. (AD-A122 989). Wright-Patterson Air Force Base, Ohio: Air Force Institute of Technology.

Description:

Studied antecedents of turnover.

Sample:

267 personnel from Wright-Patterson AFB.

Measure:

Organizational commitment was measured by Porter's Organizational Scale. Items in the scale were measured on a 7-point Likert scale ranging from strongly disagree to strongly agree.

Responses to these questions were averaged in each case to give an overall measure of organizational commitment. The estimated reliability coefficient for this measure was .88.

Job satisfaction was measured by Hoppock's Job Satisfaction Measure. Items are measured on a 7-point Likert scale. Responses to all of these questions were averaged to give an overall measure of job satisfaction. The estimated reliability coefficient for this measure was .89. The mean level of organizational commitment score was 4.94 with a standard deviation of 1.04. The mean job satisfaction score was 4.55 with a standard deviation of 1.13.

The research found that job satisfaction did not contribute to career intent in the presence of organizational commitment. However, organizational commitment and five other factors did contribute to career intent.

Baughman, J. D., & Darnell, M. L. (1982). An investigation of the effects of pay inequity, organizational commitment, and job satisfaction on career intent. (AD-A122 989).  
Wright-Patterson Air Force Base, Ohio: Air Force Institute of Technology.

Organizational commitment was measured by Porter's Organizational Scale. Items in the scale were measured on a 7-point Likert scale ranging from strongly disagree to strongly agree. The average response to these questions is taken as an overall measure of organizational commitment.

Organizational commitment

I am willing to put in a great deal of effort beyond that normally expected in order to help the Air Force be successful.

I talk of the Air Force to my friends as a great organization to work for.

I feel very little loyalty to the Air Force.

I will accept almost any type job assignment in order to keep working for the Air Force.

I find that my values and the Air Force's values are very similar.

I am proud to tell others that I am a member of the Air Force.

I could just as well be working for a different organization as long as the type of work was similar.

The Air Force really inspires the very best in me in the way of job performance.

It would take very little change in my present circumstances to cause me to leave the Air Force.

I am extremely glad that I chose the Air Force to work for, over others I was considering at the time I joined.

There is not too much to be gained by sticking with the Air Force indefinitely.

Often, I find it difficult to agree with the Air Force's policies on important matters relating to its employees.

I really care about the fate of the Air Force.

For me the Air Force is the best of all possible organizations for which to work.

Deciding to work for the Air Force was a definite mistake on my part.

Job satisfaction was measured by Hoppock's Job Satisfaction Measure. Items are measured on a 7-point Likert scale.

Job satisfaction

1. Which of the following shows how much of the time you feel satisfied with your job? Responses from never to all of the time.
2. Choose the one of the following statements which best tells how well you like your job. Responses range from I hate it to I love it.
3. Which one of the best of the following best tells how you feel about changing your job. Responses range from I would quit this job at once if I could to I would not exchange my job for any other.
4. Which one of the following shows how you think you compare with other people? Responses range from no one dislikes his job more than I dislike mine to no one likes his job better than I like mine.

O'Connor, E. J., Peters, L. H., Eulberg, J. R., & Watson, T. W. (1984). Situational Constraints in the Air Force: Identification, Measurement, and Impact on Work Outcomes. (AD-A149 316). Brooks Air Force Base, Texas: Air Force Human Resources Laboratory.

Description:

This investigation was aimed at identifying, measuring and assessing the impact of situational constraints in Air Force work settings.

Measure:

Fourteen constraint dimensions were identified and a valid and reliable constraint scale was developed to measure them. This scale can continue to be used for either R & D for diagnostic purposes. The severity of constraints were found to be relatively mild. Constraints tended to decrease satisfaction while increasing frustration and thoughts of leaving, but they did not typically increase intention to leave and had little impact on performance. Examples of situational constraints include faulty equipment, inaccurate information, and insufficient time. The situational constraint instrument was developed using critical incident methodology.

The study used the general satisfaction scale developed by Hackman and Oldham. The mean score for general satisfaction was 13.82 and the standard deviation was 4.69. The range of scores was from 3 to 21 indicating that there were three items with 7-point Likert scales. The alpha coefficient was .77.

Satisfaction with pay and satisfaction with supervision scales (also developed by Hackman and Oldham) were also used. Score values could range from 2 to 14 for satisfaction with pay and 3-21 for satisfaction with supervision indicating 2 items for the first scale and 3 items for the second scale. Respective means were 7.25 for satisfaction with pay and 14.26 for satisfaction with supervision. Standard deviations were 3.16 for satisfaction with pay and 4.77 for satisfaction with supervision. Reliability estimates were .59 and .88 respectively.

In another phase of the study a variety of affective reactions was assessed using existing measures, including measures of frustration and satisfaction with various work facets. Additionally the 5 scales of the Index of Organizational Reactions Scale were used to assess satisfaction with supervision, the work itself, the amount of work, co-workers, and working conditions. In the present research, reliabilities of these subscales ranged from .76 to .90.

Affective Reactions	Mean	Standard Deviation	N of Items
IOR subscales			
Satisfaction with supervisor	21.39	5.84	6
Satisfaction with work itself	20.41	6.11	6
Satisfaction with amount of work	12.87	3.19	5
Satisfaction with co-workers	16.48	3.86	5
Satisfaction with working conditions	19.90	5.48	6

O'Connor, E. J., Peters, L. H., Eulberg, J. R., & Watson, T. W.  
(1984). Situational Constraints in the Air Force:  
Identification, Measurement, and Impact on Work Outcomes.  
(AD-A149 316). Brooks Air Force Base, Texas: Air Force Human  
Resources Laboratory.

Satisfaction

(1 extremely dissatisfied, 7 extremely satisfied)

Please indicate how satisfied you are with each aspect of your  
job listed below.

1. The amount of pay and fringe benefits I receive
2. The degree of respect and fair treatment I receive from my  
boss
3. The amount of support and guidance I receive from my  
supervisor
4. The degree to which I am barely paid for what I contribute to  
this organization
5. The overall quality of the supervision I receive in my work

Satisfaction with supervision scale:

How often do you feel that you would be better off working under  
another supervisor (1-almost always, 5-never)

How satisfied are you with the supervision you receive?  
(1-very satisfied, 5-very dissatisfied)

What kind of influence does the way you are treated by your  
supervisor have on your overall attitude toward your job (1-very  
unfavorable influence, 5-very favorable influence)

How much do the efforts of your supervisor add to the success of  
your work unit (1-a great deal, 5-hardly any)

Which statement most accurately describes the traits of your  
supervisor (1-many more good traits than bad ones, 5-many more  
bad traits than good ones)

How does the supervision you receive affect how hard you are  
willing to work (1-greatly discourages me from giving extra  
effort, 5-greatly encourages me to give extra effort).

Satisfaction with work itself:

How does the kind of work you do affect you (1-greatly  
discourages me from doing my best, 5-greatly encourages me to do  
my best)

How often when you finish a day's work do you feel you've  
accomplished something really worthwhile (1-almost always, 5-  
almost never)



How does the kind of work you do influence your overall attitude toward your job (1-very unfavorably, 5-very favorably)

How much of the work you do stirs up real enthusiasm on your part (1-nearly all of it, 5-almost none of it)

How do you feel about the kind of work you do (1-dislike it a great deal, 5-like it a great deal)

How many of the things you do on your job do you enjoy (1-nearly all, 5-almost none)

Satisfaction with amount of work:

How often do you feel that your work load is too heavy (1-never, 5-almost always)

How does the amount of work you are expected to do influence the way you do your job (1-it never allows me to do a good job, 5-it always allows me to do a good job)

How does the amount of work you are expected to do influence your overall attitude toward your job (1-very favorably, 5-very unfavorably)

How do you feel about the amount of work you are expected to do (1-very dissatisfied, 5-very satisfied)

Satisfaction with co-workers:

How do you generally feel about the people you work with (1-they are the best group I could ask for, 5-I don't particularly care for them)

How is your overall attitude toward your job influenced by the people you work with (1-very favorably influenced, 5-very unfavorably influenced)

How does the example your fellow workers set affect your work habits (1-greatly discourages me from working hard, 5-greatly encourages me to work hard)

How much does the way co-workers handle their jobs add to the success of your unit (1-hardly any, 5-a great deal)

How much friction is there in your work unit (1-a great deal, 5-hardly any)

Satisfaction with working conditions:

How much pride can you take in the appearance of your work place (1-a great deal, 5-very little)

How do you feel about your physical working conditions (1-very satisfied, 5-very dissatisfied)

How do your physical working conditions affect the way you do your job (1-they help me a great deal, 5-they make it very difficult)

How do your physical working conditions influence your overall attitude toward your job (1-very unfavorably, 5-very favorably)

How are the physical working conditions where you work (1-very unpleasant, 5-very pleasant)

For the work you do, how are the physical working conditions (1-very poor, 5-very good)

General satisfaction scale:

Generally speaking I am very satisfied with this job

I frequently think of leaving this job as soon as I can

I am generally satisfied with the kind of work I do in this job

Frustration items:

Overall, I experience very little frustration at work

Trying to get my job done is a very frustrating experience

Being frustrated comes with this job

Responses: (1-disagree strongly, 7-agree strongly).

Watson, T. W., & Appel, V. H. (1986). Implications of the results of recent turnover research for Air Force policy. (AD-A166 612). Brooks Air Force Base, Texas: Air Force Human Resources Laboratory.

Description:

Identified factors influencing turnover intent and behavior of first and second term enlisted personnel in 8 occupational specialties.

Summary:

Relatively few factors consistently accounted for up to 68% of the variance in turnover and related outcomes. Most important of these was commitment to the Air Force.

Predictors of commitment were: desirability of alternatives, critical events, intrinsic satisfaction, importance of Air Force benefits, impact of others on career decisions, sensitivity to bonus policy adjustment, and satisfaction with assignments.

Orthner, D. K., & Pittman, J. F. (1984). Linkages between family support variables and military career commitment. (AD-P003 328). Athens, GA: University of Georgia.

Description:

This study was designed to test an empirical model between family and community variables which contribute to Air Force member job commitments and spouse support who are members Air Force careers.

Sample:

Data were collected from probability samples of Air Force members and spouses. Final samples included over 1,300 persons.

Summary:

Results indicate that family support variables contribute to over 1/3 of the job commitments of members and 1/4 of the support provided by Air Force spouses. The dependent variable of job commitment was composed of several questions regarding job satisfaction, morale and career commitment.

Floyd, W. R. (1982). Organizational technology, control processes, and individual knowledge as predictors of performance and satisfaction: An analysis of organizational determinants. (AD-A123 027). Wright-Patterson Air Force Base: Air Force Institute of Technology.

Description:

This study investigated the predictive value of organizational components of job technology, control and individual characteristics as they influence the organizational outcomes of performance and satisfaction.

Sample:

A survey questionnaire was administered to 279 employees of an Air Force educational institution.

Measure:

All items in the questionnaire were measured using a 7-point Likert-type scale. Satisfaction was measured based on the Job Index developed by Andrews and Withey. Five items measured the degree of satisfaction with various aspects of the job including co-workers, the work itself, and the general work environment supervision. Alpha co-efficient for this scale is .81.

Only technology and control proved significant predictors of satisfaction.

Floyd, W. R. (1982). Organizational technology, control processes, and individual knowledge as predictors of performance and satisfaction: An analysis of organizational determinants. (AD-A123 027). Wright-Patterson Air Force Base: Air Force Institute of Technology.

1. How do you feel about your job?
2. How do you feel about the people you work with--your co-workers?
3. How do you feel about the work you do on your job--the work itself?
4. What is it like where you work--the physical surroundings, the hours, the amount of work you are asked to do?
5. How do you feel about what you have available for doing your job--equipment, information, good supervision, and so on?

Responses: (1=delighted and 7=terrible)

Department of the Air Force. Organizational Climate Survey.  
Randolph Air Force Base: AFMPC/DPMYOS.

The following are a series of statements about your job. Using the scale below, you are to indicate how much you agree or disagree with each statement.

- a Strongly disagree
- b Disagree
- c Slightly disagree
- d Neither agree nor disagree
- e Slightly agree
- f Agree
- g Strongly agree

1. My supervisor sets an example by working hard.
2. Information is usually widely shared in my unit so that those who make the decisions on the best available know-how.
3. In looking back, it is difficult to point to my accomplishments on the job.
4. I feel I am doing something important by serving as a member of the Air Force team.
5. I have confidence and trust in the persons in my work group.
6. The opportunity to take on new responsibilities is available if I want it.
7. I feel my career provides sufficient economic security.
8. The recreational opportunities in this geographic area are satisfactory.
9. In general, I am more satisfied with my unit as compared to other units to which I've been assigned.
10. I have a good chance for promotion.
11. For most situations, I have confidence and trust in my unit management.
12. For the most part, my working hours are not excessive
13. Management recognizes my ability.
14. My supervisor tries to strike a balance between people needs and production needs.
15. I should say that the lowest level supervisors in my organization usually have enough say or influence about what goes on.
16. Most of the time I get a feeling of achievement from my job.
17. Persons in my work group are friendly and easy to approach.
18. In general, I decide for myself how to accomplish a job.
19. I do not look forward to coming to work each day.
20. The people in my unit seem to get maximum output from the resources (money, people, equipment, etc.) they have available.
21. My job provides an opportunity for career broadening.
22. In my job I utilize my civilian/military education and training.
23. Most of the time my supervisor will not back me up.
24. All things considered, I am satisfied with living in this geographic area.

25. Most of the time my military/civilian service pay is adequate to cover the basic expenses with a little left over.
26. I do not believe my job contributes a lot to the success of my unit's mission.
27. In my job I have the chance to feel I am accomplishing something.
28. I am often given responsibility for a total project.
29. My immediate supervisor usually tells me what's going on at higher levels of management.
30. In my unit, employees who do not supervise others have an adequate amount of say or influence on what goes on.
31. Management shows respect for me as a person.
32. Most of the time the right decisions are made at upper levels of supervision.
33. Opportunity for promotions in my career field/job series is fair and equitable.
34. For the most part, I have no impact on work objectives. They are announced with no opportunity to participate or contribute.
35. The people in my unit work together effectively as a team.
36. I feel very little loyalty toward my unit.
37. Management in my unit is capable of operating effectively under stress.
38. When I do a good job I can expect praise from my supervisor.
39. My job is boring.
40. I have a say in setting my work goals.
41. The quality of work produced by the people in my unit is not too good.
42. My supervisor handles the technical side of his/her job well--for example, general expertness, knowledge of job, technical skills needed in his/her profession or trade.
43. There is not much similarity between my abilities and the requirement so my job.
44. The people in my work unit believe that they are doing something important for the country by working in the Air Force.
45. Our work unit receives little information about what is going on in other sections or branches.
46. In my job I make a meaningful contribution to the organization.
47. Persons in my work group know what their jobs are and know how to do them well.
48. Management care what happens to me.
49. I usually don't get the chance to handle the tough and highly visible projects.
50. I feel a real responsibility to help the organization be successful.
51. My military/civilian service income provides me with an acceptable standard of living.
52. My present job assignment offers the opportunity for future advancement.
53. Upper levels of management do not understand the problems I face in doing my job.



54. In general, my work schedule is flexible enough so that I can make personal plans.
55. My supervisor has poor leadership qualities.
56. Most of the time my unit meets mission requirements.
57. Very little responsibility goes with my job.
58. My work assignment is challenging.
59. Rarely do my efforts lead to positive results.
60. I enjoy my job.
61. I dislike the geographic area to which I am assigned.
62. I feel I have the chance to "grow" in my job.
63. My unit usually recognizes good performance.
64. Rarely am I given the opportunity to make decisions for myself.
65. I am proud to be a member of the Air Force team.
66. My supervisor is not effective in handling personnel problems.
67. I see the Air Force as a way of life and not simply a place to work.
68. Promotions are usually based on performance and ability.
69. My unit is not sensitive to the problems of the individual.
70. My job gives me the chance to "dig deeper" into work activities which interest me.
71. My supervisor is well qualified for his/her job.
72. Working conditions are usually below average.
73. Morale in my organization is good.
74. My present assignment does not give me the chance to do the kind of work I do best.
75. My job provides no new challenges.
76. I generally decide the work methods and procedures for my job.
77. There is a very limited opportunity for personal growth and development in my job.
78. Our work unit is usually aware of important events and situations.
79. My supervisor is not a capable individual.
80. Most of the people of this local area have a positive attitude toward Air Force employees.
81. The Air Force usually tries to take care of its own.
82. The people in my unit do a poor job in anticipating problems that may come up in the future and preventing them from occurring.
83. When decisions are being made in my unit, the persons who will be affected most are asked for their ideas.
84. Working conditions associated with my job are acceptable.
85. I feel secure that I will be able to make ends meet on my military/civilian service pay.
86. I get to do a lot of interesting work in my present job.
87. I am usually given the opportunity to present the results of my work to others.
88. I have confidence and trust in my supervisor.
89. Promotion policy is unfair.
90. In general, most of my skills and abilities are being used in my present job.
91. My job does not give me much opportunity for recognition.

92. In general, when emergencies arise, such as short suspenses, crash programs, ad schedule changes, the people in my unit do a poor job in handling these situations.
93. I am satisfied with the number and types of social activities in the surrounding area.

Not  
At All  
Important

Moderately  
Important

Extremely  
Important

A	B	C	D	E	F	G
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Listed below in items 94-113 are a number of factors and their descriptions which are often used to describe organizational well being. Using the scale above, please indicate the amount of importance you personally place on each of these factors.

94. ACHIEVEMENT - Feelings of accomplishment derived from job performance. The pride and pleasure associated with a job well done.
95. ASSIGNMENT LOCALITY - The desirability of the current assignment locality. Includes characteristics of the base as well as characteristics of the surrounding community.
96. COMMITMENT - A feel or belief that the Air Force mission is important to our country. Dedication to the mission. Acceptance of the Air Force as a way of life. Purpose for belonging to the Air Force goes beyond monetary reward.
97. COMMUNICATION - Adequacy of communication structure. Free flow of dialogue up, down and across organizational structure. Well defined feedback loops.
98. CONCERN FOR INDIVIDUAL - belief that management cares about the welfare of each person. The person is not treated as just another worker but as a unique individual.
99. CONFIDENCE IN MANAGEMENT - Belief that leaders make the right decisions most of the time. Management is heading in the right direction.
100. CONTRIBUTION/PARTICIPATION - The feeling that the individual's work is valuable to the Air Force. The individual has an impact on the mission. The individual is a part of the decision and management processes, and assists in establishing the goals of the organization.
101. GROUP COHESION/WORKER RELATIONS - The compatibility of workers. Includes characteristics of coworkers such as how friendly, cooperative, competent, and sociable they are.

102. IDENTIFICATION - Individual considers himself/herself as a member of a special group. The individual is not only a worker but also a part of the Air Force and unit.
103. INDEPENDENCE - The chance for the individual to plan and carry out work activities rather than be directed by others. The chance to work with minimal supervision, and to have some independence in planning and implementing work.
104. INTEREST - The chance to perform work activities which are consistent with personal preferences or interests. The chance to do work which is pleasurable.
105. ORGANIZATIONAL EFFECTIVENESS - The quality and quantity of work is consistent with the capabilities of the organizational personnel. Productivity is at the highest level; people are doing the best they can.
106. PAY AND BENEFITS/ECONOMIC SECURITY - The level of pay and the desirability of military/civilian service benefits. Included (as applicable) are incentive pay, retirement, medical care or insurance, BX, commissary, etc. Feeling that the job is secure even if economic situation changes. The feeling that basic needs will be met.
107. PERSONAL GROWTH AND DEVELOPMENT - The opportunity for self-fulfillment in the job. The chance to "grow" in the job, by developing new interests and skills.
108. PROMOTION OPPORTUNITY - The operation of the military/civilian service promotion system. Includes opportunity for promotion, the criteria for promotion, etc.
109. RECOGNITION - The opportunity to obtain clear recognition or appreciation for work activities. This acknowledgement may come from sources inside the Air Force (such as supervisor, unit commander, etc.) or outside the Air Force (community, family, etc.). Included is recognition based on the work performed rather than the position occupied.
110. RESPONSIBILITY - The amount of responsibility for your actions, decisions, and their consequences. Includes responsibility for the welfare of people, for accomplishment of a mission, for tools or equipment and other property, or for financial assets.
111. SUPERVISION - The ability of the boss or supervisor to handle human or social situations on the job. The amount of concern displayed by supervisor for the welfare of his/her people. The competence displayed by supervisor dealing with technical problems encountered in the job. Supervisor's ability to develop technical skills in his/her people.

112. UTILIZATION - The extent to which the job makes use of individual abilities, training, and expertise.
113. WORKING CONDITIONS - Characteristics of immediate work area, such as lighting, noise level, cleanliness, work space, etc. Also included are characteristics such as duty hours and time off.

Best

Worst

A    B    C    D    E    F    G

Refer to the scale above. Regarding your working environment (including the nature of the job, worker relations, etc.), suppose that A represents the best possible work life and G represents the worst possible work life.

114. Where on the scale do you think you stand at the present time? Select the letter that corresponds to your answer.

115. Where on the scale would you say you stood one year ago?

116. Where do you think you will be on the scale one year from now?

Looking at the scale again, suppose the best possible unit is at the top and worst possible unit at the bottom.

117. Where would you put your unit on the ladder at the present time?

118. Where do you think your unit stood one year ago? If you feel you have not been in your unit long enough to give a good evaluation, mark response "H" on the answer sheet for Item 118.

119. Just as your best guess, where do you think your unit will be on the scale one year from now?

For the following questions choose the response that best reflects your feelings about your job. Darken the letter that most accurately reflects your feelings.

120. Which one of the following shows how much of the time you feel satisfied with your job?

- a. All the time
- b. Most of the time
- c. A good deal of the time
- d. About half of the time
- e. Occasionally
- f. Seldom
- g. Never

121. Choose the one of the following statements which best tells how well you like your job.

- a. I hate it
- b. I dislike it
- c. I don't like it
- d. I am indifferent to it
- e. I like it
- f. I am enthusiastic about it
- g. I love it

122. Which one of the following best tells how you feel about changing your job?

- a. I would quit this job at once if I could
- b. I would take almost any other job in which I could earn as much as I am earning now
- c. I would like to change both my job and my occupation
- d. I would like to exchange my present job for another one
- e. I am not eager to change my job, but I would do so if I could get a better job
- f. I cannot think of any jobs for which I would exchange
- g. I would not exchange my job for any other

123. Which one of the following shows how you think you compare with other people?

- a. No one likes his job better than I like mine
- b. I like my job much better than most people like theirs
- c. I like my job better than most people like theirs
- d. I like my job about as well as most people like theirs
- e. I dislike my job more than most people dislike theirs
- f. I dislike my job much more than most people dislike theirs
- g. No one dislikes his job more than I dislike mine

124. To which group do you belong?

- a. Second Lieutenant - Captain
- b. Major - Colonel
- c. Airman Basic - Second Airman
- d. Sergeant - Technical Sergeant
- e. Master Sergeant - Chief Master Sergeant
- f. GS 12-15, WS 14-19, WL-15, UA-12
- g. GS 7-11, WS 8-13, WL 6-14, WG 12-15, WP 17-18, UA 7-11
- h. GS 5-6, WS 1-7, WL 1-5, WG 9-11, WP 11-16, UA 5-6
- i. GS 1-4, WG 1-8, WP 4-10, UA 1-4, all AS, NA, NL

125. Are you a supervisor in your present job?

- a. Yes
- b. No

## APPENDIX D

### SOCIAL CLIMATE MEASURES USED IN THE U.S. MARINES

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Cavin, E. S. (1988). Is there such a thing as overall satisfaction with military life? A factor analysis of Marine Corps Data. (AD-B126 246). Alexandria, VA: Center for Naval Analyses.

Description:

This research attempts to determine the number of dimensions in which satisfaction with military life should be measured.

Sample:

The analysis used a matrix of satisfaction measures for Marine respondents to the 1985 DoD Member Survey. This represents a 10% sample of marine respondents to the 1985 DoD Member Survey. The total number of respondents was 1,755.

Measure:

Eighteen different aspects of military life were measured on the scale of satisfaction.

The mean overall satisfaction level was 4.9 with a standard deviation of 1.7.

Mean values for each aspect are reported in a table.

Three distinct dimensions of Marine satisfaction were identified:

1) personal fulfillment in the military; 2) military family stability; and 3) military fringe benefits.

Summary:

The author concluded that there is no general dimension of satisfaction except as an average of specific kinds of satisfaction with military life.

Cavin, E. S. (1989). Are satisfaction and dissatisfaction really opposites? Ordered versus unordered models of satisfaction with military life. (AD-A207 607). Alexandria, VA: Center for Naval Analyses.

Description:

The paper discusses the degree to which satisfaction and dissatisfaction with military life represent directionally opposite aspects of the same basic phenomenon. Estimates from the models indicated that satisfaction and dissatisfaction have some similar causes and some dissimilar ones. These results therefore suggests that ordered models of satisfaction are not universally appropriate and that it may be necessary in particular analyses to consider satisfaction and dissatisfaction as separate variables.

Sample:

Marine respondents to the 1985 DoD Member Survey. Data were obtained from questionnaires completed by over 13,000 retrained enlistees and 11,500 military supervisors.

Measure:

A self-report questionnaire was mailed to evaluate the progress and adjustment of retrained Airmen in their second Air Force occupational specialties. There were two standardized questionnaire with 85 items on the retrainee form and 66 items on the supervisor form. Most rating scales had 5 options.

Descriptions of items are not provided in this report. Items measuring job satisfaction and general morale, attitude toward work and attitude toward military life were included in the questionnaire.

The items include descriptive statistics for survey data including satisfaction with pay and allowance (mean = 3.00, s.d.=1.10), job satisfaction (mean =3.60, s.d.= 1.20). The dependent variable was a measure of satisfaction and dissatisfaction with military life overall. The three values for this variable are "neither satisfied nor dissatisfied with military life" mean= .27, "dissatisfied with military life" mean= .25, and "satisfied with military life", mean = .48.



## APPENDIX E

### SOCIAL CLIMATE MEASURES USED IN ARMED FORCES OTHER THAN THOSE OF THE UNITED STATES

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Salas, R. G. (1988). The effects of career stage and location upon serving officer attitudes. (AD-A217 984). Canberra, Australia: Royal Australian Navy.

Description:

Examines the effects of stage of career and location upon the attitudes of officers in the Royal Australian Navy.

Sample:

Officers serving in the Royal Australian Navy.

Measure:

Jans Career Motivation scale -- comprises three items, one drawn from the Occupational Commitment Scale (OCS) and two from other common unspecified studies. The alpha coefficient was .83.

The Jans Career Involvement Scale--this eight item scale embodies four items from the OCS. This scale had a coefficient alpha of .83.

Officer commitment to a naval career --six items. This scale has a coefficient alpha of .54.

Affective commitment scale has an alpha coefficient of .81.

Satisfaction with Army life scale -- 10-item scale. Alpha coefficient of .82; has two factors. When item 8 (concerning pay) is removed, the scale becomes unifactorial.

Job satisfaction scale is a unifactorial scale with an alpha coefficient of .79.

Scales and item mean scores are tabulated by location and career stage. The following are mean scores for middle career officers either in Canberra (score 1) or not in Canberra (score 2).

Navy satisfaction - mean scores 43.3 or 43.9

Career commitment - mean scores 29.4 or 29.7

Job satisfaction - mean scores 23.3 or 23.8

Scores are also available for officers in early and late career.

Reeves, D. T., & Hansen, R. J. (November 1989). Development of the Human Dimension Combat Readiness Index-Experimental (HDRCI-X). (Technical Note 10/89). Willowdale, Ontario (Canada): Canadian Forces Personnel Applied Research Unit.

Description:

Developed a model of combat readiness which provides a link between morale and cohesion and combat readiness. It is assumed that increases in psychological readiness (high morale and cohesion) ameliorate the incidence of combat stress reaction in battle. A review of the existing morale and cohesion literature and instruments resulted in the development of a pool of 152 items. A 92-item questionnaire was developed and administered.

Sample:

215 non-commissioned members--primarily corporals and privates--from a Canadian infantry battalion.

Measure:

Items from a variety of existing questionnaires were selected to measure the topics of morale/cohesion, leadership, professional morale and ideology. Instruments used in selecting items were:  
Combat Readiness Morale Questionnaire (Items 1-3, 11-13, 15),  
Unit Cohesion and Effectiveness Questionnaire (Items 4-10, 16, 18-29, 33-34),  
Platoon Cohesion Index (Item 14),  
Seashore Cohesion Index (Item 17),  
Stouffer's (unnamed) instrument (Items 30-32, 35-50), and  
Cotton's Ideology Scale (51-56).

Factor analysis yielded eight factors labelled:

1. Morale/Cohesion,
2. Leadership Skills/Confidence (five scales),
  - a. Leadership Skills / Leader Attributes
  - b. Confidence in the Platoon Warrant
  - c. Confidence in the Platoon Commander,
  - d. Confidence in the Section Commander
  - e. Confidence in the Company Commander
3. Professional Morale, and
4. Ideology.

Used machine-readable answer sheet. Questionnaire completion times ranged from 30 to 60 minutes.

Cotton, C. A. (1979). Military Attitudes of the Army in Canada.  
(Research Report 79-5). Willowdale, Ontario, Canada:  
Canadian Forces Personnel Applied Research Unit.

Description:

A study of attitudes of serving Mobile Command personnel toward military life, using concepts developed by military psychologists Janowitz and Moskos, was conducted in 1978-79. A two-part machine-scorable questionnaire was administered requiring approximately 30 minutes to complete.

Sample:

1,636 respondents drawn from operational, training, and headquarters units within Canadian Forces Mobile Command.

Measure:

The second part of the questionnaire consisted of 35 attitudinal items designed to tap the respondent's basic attitudes to military life, and his assessment of the relative position of his trade in the Canadian Forces.

Military Ethos Scale was an six-item operational measure of Moskos's construct concerning individual's basic belief concerning whether military life should be organized as an occupation or a unique vocation. Responses are scored on a five-point Likert scale. Range of scores from 6 to 30, with midpoint of 18. Scores below 18 indicate relative support for an occupation model of military life while scores over 18 indicate relative support for a vocational model of military life.

Mean Military Ethos score was 17.65 with SD of 5.5. Coefficient alpha = .78.

Stewart, P. A. (1984). A Psychometric Evaluation of the Military Field Unit Environment Inventory. (Technical Note 7/84). Willowdale, Ontario, Canada: Canadian Forces Personnel Applied Research Unit.

Description:

Evaluation of the psychometric properties (reliability and factor structure) of the Military Field Unit Environment Inventory and Military Ship Environment Inventory.

Sample:

The MFEUI was administered on four occasions to servicemen and service women in four Field Ambulance and four Service Battalion units. The total number of respondents is approximately 825.

Measure:

The MFEUI exists in two versions: a 173-item and a 100-item version. The instrument is an adaptation of Moos' Military Company Environment Inventory. It is conceptualized as having eight factors or subscales which sum together to form the three-dimension structure of social climate hypothesized by Moos. The subscales are:

- Involvement
- Peer Cohesion
- Officer/NCO Support
- Personal Status
- Morale
- Order and Organization
- Clarity
- Officer /NCO control

All items are measured on a true/false scale, such that positive responses are scored 1, and negative responses are scored 0.

With the exception of the Control scale ( $\alpha = .23$  to  $.51$ ), all reliability coefficients are acceptable (alphas range from  $.73$  to  $.93$ ).

Factor analysis showed that data are almost completely described by the first factor, indicating that the MFEUI does not have the expected scaling properties. Similar results were found for the MSEI.

No items were reported.

APPENDIX F

SOCIAL CLIMATE MEASURES  
USED IN NON-MILITARY SETTINGS

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Siegel, A. L., & Turney, J. R. (November 1980). <u>Manager's Guide to Using the Survey of Organizational Climate.</u> (WPT-6). Washington, DC: United States Office of Personnel Management, Workforce Effectiveness and Development Group . . . . .	F-21
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Source: Brayfield and Rothe, 1951 cited in Cook, J. D.,  
Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The  
Experience of Work. New York: Academic.

Measure: Overall Job Satisfaction (18 items)  
This scale has 18 items, with five-point agree-disagree responses  
which are scored 1 to 5 and summed; the possible range of scores  
is thus between 18 and 90. Half the items (marked "R" ) are  
reverse-scored. The authors intend the measure to be applicable  
to a wide variety of jobs.

The items were chosen from a pool of over 1000 statements.

Sample:  
The first respondents to complete the final set of items were 231  
young female office workers.

Brayfield and Rothe, 1951 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

1. My job is like a hobby to me
2. My job is usually interesting enough to keep me from getting bored
3. It seems that my friends are more interested in their jobs (R)
4. I consider my job rather unpleasant (R)
5. I enjoy my work more than my leisure time
6. I am often bored with my job (R)
7. I feel fairly well satisfied with my present job
8. Most of the time I have to force myself to go to work (R)
9. I am satisfied with my job for the time being
10. I feel that my job is no more interesting than others I could get (R)
11. I definitely dislike my work (R)
12. I feel that I am happier in my work than most other people
13. Most days I am enthusiastic about my work
14. Each day of work seems like it will never end (R)
15. I like my job better than the average worker does
16. My job is pretty uninteresting (R)
17. I find real enjoyment in my work
18. I am disappointed that I ever took this job (R)

#### Responses

Strongly agree; Agree; Undecided; Disagree; Strongly disagree; scored 5 to 1 respectively.

(R) indicates items is reversed in scoring.



Source: Bullock, 1952 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: Overall Job Satisfaction (10 items)

This scale measures job satisfaction as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job.

The scale has ten items with five-point responses scored from 1 to 5 and thus a possible range of scores between 10 and 50. Half the items are reverse-scored.

Sample:

100 employees within a single organization; the sample is described as predominantly young, female, of rural background, and of limited education and work experience.

Reliability:

Spearman-Brown reliability coefficient was 0.90. A test-retest correlation across six weeks of 0.94 was obtained in a separate study of 53 students.

The mean score was 39.10 with a range between 22 and 50.

Discriminant validity: A comparison group of respondents who had left the target organization had a significantly lower mean satisfaction score (34.31) than those who remained.

Bullock, 1952 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

1. Place a check mark in front of the statement which best tells how good a job you have:

The job is an excellent one, very much above the average;  
The job is a fairly good one;  
The job is only average;  
The job is not as good as average in this kind of work;  
The job is a very poor one, very much below the average;  
(scored 5 to 1 respectively).

2. Place a check mark in front of the statement which best describes your feelings about your job:

I am very satisfied and happy on this job;  
I am fairly well satisfied on this job;  
I am neither satisfied nor dissatisfied--it is just average;  
I am a little dissatisfied on this job;  
I am very dissatisfied and unhappy on this job;  
(scored 5 to 1 respectively).

3. Check one of the following statements to show how much of the time you are satisfied with your job:

Most of the time;  
A good deal to the time;  
About half of the time;  
Occasionally;  
Seldom;  
(scored 5 to 1 respectively).

4. Place a check mark in front of the statement which best tells what kind of an organization it is to work for:

It is an excellent organization to work for--one of the best organizations I know of;  
It is a good organization to work for, but not one of the best;  
It is only an average organization to work for--many others are just as good;  
It is below average as an organization to work for--many others are better;  
It is probably one of the poorest organizations to work for that I know of;  
(scored 5 to 1 respectively).

5. Place a check mark in front of the statement which best tells how your feelings compare with those of other people you know:

I dislike my job much more than most people dislike theirs;  
I dislike my job more than most people dislike theirs;  
I like my job about as well as most people like theirs;  
I like my job better than most people like theirs;  
I like my job much better than most people like theirs;  
(scored 1 to 5 respectively).

6. Place a check mark in front of the statement which best tells how you feel about the work you do on your job:

The work I do is very unpleasant--I dislike it;  
The work I do is not pleasant;  
The work is just about average--I don't have any feelings about whether it is pleasant or not;  
The work is pleasant and enjoyable;  
The work is very enjoyable--I very much like to do the work called for on this job;  
(scored 1 to 5 respectively).

7. Check one of the following statements which best describes any general conditions which affect your work or comfort on this job:

General work conditions are very bad;  
General working conditions are poor--not so good as the average for this kind of job;  
General conditions are about average, neither good nor bad;  
In general, working conditions are good, better than average;  
General working conditions are very good, much better than average for this kind of job;  
(scored 1 to 5 respectively).

8. Check one of the following statements which best tells how you feel about changing your job:

I would quit this job at once if I had anything else to do;  
I would take almost any other job in which I could earn as much as I am earning here;  
This job is as good as the average and I would just as soon have it as any other;  
I am not eager to change jobs but would do so if I could make more money;  
I do not want to change jobs even for more money because this is a good one;  
(scored 1 to 5 respectively).

9. Suppose you had a very good friend who is looking for a job in your line of work and you knew of a vacancy in this organization which your friend is well qualified to fill. Would you:

Recommend this job as a good one to apply for?

Recommend this job but caution your friend about its shortcomings?

Tell your friend about the vacancy but not anything else, then let him or her decide whether to apply or not?

Tell your friend about the vacancy but suggest that he or she look for other vacancies elsewhere before applying?

Try to discourage your friend from applying by telling the bad things about the job?

(Scored 5 to 1 respectively.)

10. On the line below, place a check mark to show how well satisfied you are with this job.

Completely dissatisfied

More dissatisfied than satisfied

About half and half

More satisfied than dissatisfied

Completely satisfied

(Scored 1 to 5 respectively, in terms of the nearest response.)

Source: Weiss, Dawis, England and Lofquist, 1967 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: Minnesota Satisfaction Questionnaire (20 items)  
This scale is derived from the work adjustment theory of Lofquist and Dawis (1969). The theory states that each person seeks to achieve and maintain correspondence with his or her environment, an interactive process, which can be described in terms of the individual fulfilling the requirements of this environment (satisfactoriness), and the (work) environment fulfilling the requirements of the individual (satisfaction).

Items in the Minnesota Satisfaction Questionnaire were worded in order to enhance readability. The measure taps a wide range of features, and the total of the 20 items is an index of General Satisfaction.

Factor analysis of responses from 1460 employed men suggested the presence of two main components, representing Intrinsic and Extrinsic Satisfaction. Separate scores may be computed for these two components (12 and six items respectively, omitting items 17 and 18), in addition to the General Satisfaction score; items to be included are identified below by "I" or "E" respectively. The possible range of scores is between 20 and 100 for General Satisfaction, 12 and 60 for Intrinsic Satisfaction, and 6 and 30 for Extrinsic Satisfaction.

Weiss, Dawis, England and Lofquist (1967) present mean scores from 1723 employees of various kinds as 74.85 (s.d. 11.92), 47.14 (s.d. 7.42) and 19.98 (s.d. 4.78) for the three measures. The source publication also presents normative data for a range of different occupational groups.

The authors report Hoyt internal reliability coefficients for the sub-scales and overall scale for a number of samples, as follows: Intrinsic Satisfaction, median 0.86, range 0.84 to 0.91; Extrinsic Satisfaction, median 0.80, range 0.77 to 0.82; General Satisfaction, median 0.90, range 0.87 to 0.92. The correlations between Intrinsic and Extrinsic Satisfaction ranged in the initial research from 0.52 to 0.68, with an overall value of 0.60.

Test-retest reliability was reported as 0.89 across one week (for 75 employees attending night school) and 0.70 across one year (for 115 varied employees).

Motowidlo and Borman (1978) used the scale in a military setting; they studied 614 soldiers in 47 army platoons; mean platoon General Satisfaction was correlated 0.24 with officer's ratings of platoon morale.

**Comments:**

The Minnesota Satisfaction Questionnaire appears to yield a sound measure of Overall Job Satisfaction, although some items may not represent universally valued features ("Being able to keep busy all the time", for example); this is a problem which faces many scales requiring responses to specific job features. Note also that "men" in item 5 will sometimes need amendment.

Weiss, Dawis, England and Lofquist, 1967 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

### Minnesota Satisfaction Questionnaire

On my present job, this is how I feel about:

1. Being able to keep busy all the time (Activity, Intrinsic)
2. The chance to work alone on the job (Independence, Intrinsic)
3. The chance to do different things from time to time (Variety, Intrinsic)
4. The chance to be "somebody" in the community (Social status, Intrinsic)
5. The way my boss handles his men (Supervision--human relations, Extrinsic)
6. The competence of my supervisor in making decisions (Supervision--technical, Extrinsic)
7. Being able to do things that don't go against my conscience (Moral values, Intrinsic)
8. The way my job provides for steady employment (Security, Intrinsic)
9. The chance to do things for other people (Social service, Intrinsic)
10. The chance to tell people what to do (Authority, Intrinsic)
11. The chance to do something that makes use of my abilities (Ability utilization, Intrinsic)
12. The way company policies are put into practice (Company policies and practices, Extrinsic)
13. My pay and the amount of work I do (Compensation, Extrinsic)
14. The chances for advancement on this job (Advancement, Extrinsic)
15. The freedom to use my own judgement (Responsibility, Intrinsic)
16. The chance to try my own methods of doing the job (Creativity, Intrinsic)
17. The working conditions (Working conditions)
18. The way my co-workers get along with each other (Co-workers)
19. The praise I get for doing a good job (Recognition, Extrinsic)
20. The feeling of accomplishment I get from the job (Achievement, Intrinsic)

(Words in parentheses indicate scale on which item loads).

#### Responses:

Very dissatisfied; Dissatisfied; I can't decide whether I am satisfied or not; Satisfied; Very satisfied; scored 1 to 5 respectively.

Source: Taylor and Bowers, 1972 cited in Cook, J. D., Hepworth, S. D., Wall, L. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: General Satisfaction (7 items)

Seven items designed to tap General Satisfaction are embedded within the Survey of Organizations questionnaire.

The General Satisfaction items were selected to cover six principal components identified in earlier research: satisfaction with pay, supervision, the firm as a whole, the job itself, fellow employees, and prospects of advancement. One item taps each of the first five of these components and two items the sixth feature. Responses are on a five point scale, and the average of the seven responses is calculated.

Coefficient alpha is cited as 0.87 for these data; but note that group averages rather than individual responses appear to have been used to generate this coefficient. Means and standard deviations are not given in the source publication, but a test-retest correlation value of 0.55 is cited for 284 work groups; the time intervals are not specified and presumably vary.

Comments:

The scale covers conventional features of satisfaction, but the double weighting for personal advancement may be queried. Very little evidence of validity and reliability is available in open literature, despite the scale's extensive use by its originators.



Taylor and Bowers, 1972 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

General Satisfaction

Items:

1. All in all, how satisfied are you with the persons in your work group?
2. All in all, how satisfied are you with your supervisors?
3. All in all, how satisfied are you with your job?
4. All in all, how satisfied are you with this organization, compared to most others?
5. Considering your skills and the effort you put into the work, how satisfied are you with your pay?
6. How satisfied do you feel with the progress you have made in this organization up to now?
7. How satisfied do you feel with your chances for getting ahead in this organization in the future?

Responses:

Very dissatisfied; Somewhat dissatisfied; Neither satisfied nor dissatisfied; Fairly satisfied; Very satisfied; scored 1 to 5 respectively.

Source: Hackman and Oldham, 1975 cited in Cook, J. D., Heyworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: General Job Satisfaction (5 items)

This measure is described as "an overall measure of the degree to which the employee is satisfied and happy with the job". The measure comprises five items. Two items are reverse scored.

Comments:

Reliability and validity data not described in Cook et al.

Hackman and Oldham, 1975 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Items:

1. Generally speaking, I am very satisfied with this job
2. I frequently think of quitting this job (R)
3. I am generally satisfied with the kind of work I do in this job
4. Most people on this job are very satisfied with the job
5. People on this job often think of quitting (R)

Responses:

Disagree strongly; Disagree; Disagree slightly; Neutral; Agree slightly; Agree; Agree strongly; scored 1 to 7 respectively.

Source: Porter and Smith, 1970 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: Organizational Commitment Questionnaire (15 items)  
Organizational Commitment refers to the strength of an individual's identification with and involvement in a particular organization. It is characterized by three factors: a strong belief in, and acceptance of, the organization's goals and values; a readiness to exert considerable effort on behalf of the organization; and a strong desire to remain a member of the organization.

The Organizational Commitment Questionnaire has 15 items, six of which are negatively phrased and reverse scored.

Items' scores are summed and the mean is taken. The possible range of scores is from one to seven.

Coefficient alpha ranged from 0.82 to 0.93 with a median of 0.90.

O'Reilly and Roberts (1978), with 562 members of a high-technology naval aviation unit, recorded a coefficient alpha of 0.54.

Scale means in a study by Mowday, Steers and Porter (1979) ranged from 4.0 to 6.1, with a median of 4.5. Standard deviations range from 0.64 to 1.34 around a median of 1.06.

Test-retest reliability coefficients were 0.72 across two months and 0.62 across three months.

Comments:

The authors point out that responses to the scale can easily be faked, so that researchers should be aware of the possibility of distorted responses in situations threatening to employees. A short form is also available, in which the negatively phrased items are omitted.

Source: Porter and Smith, 1970 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Items:

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful
2. I talk up this organization to my friends as a great organization to work for
3. I feel very little loyalty to this organization (R)
4. I would accept almost any type of job assignment in order to keep working for this organization
5. I find that my values and the organization's values are very similar
6. I am proud to tell others that I am part of this organization
7. I could just as well be working for a different organization as long as the type of work were similar (R)
8. This organization really inspires the very best in me in the way of job performance
9. It would take very little change in my present circumstances to cause me to leave this organization (R)
10. I am extremely glad that I chose this organization to work for, over others I was considering at the time I joined
11. There's not too much to be gained by sticking with this organization indefinitely (R)
12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees
13. I really care about the fate of this organization
14. For me this is the best of all possible organizations for which to work
15. Deciding to work for this organization was a definite mistake on my part (R)

Responses:

Strongly disagree; Moderately disagree; Slightly disagree;  
Neither disagree nor agree; Slightly agree; Moderately agree;  
Strongly agree; scored 1 to 7 respectively.

Source: Cook and Wall, 1980 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: Organizational Commitment (9 items)

In this scale, Organizational Commitment is seen in terms of three interrelated components: Identification, Involvement and Loyalty.

Identification refers to pride in the organization, and internalization of the organization's goals. Involvement refers to willingness to invest personal effort as a member of the organization, for the sake of the organization. Loyalty refers to affection for and attachment to the organization, a wish to remain a member of the organization.

The commitment scale has nine items; three items tap each of the components. Separate sub-scale scores are possible in addition to an overall Commitment score. The possible range of scores for the full scale is from 9 to 63 with a high score indicating high Commitment; three items are reverse-scored. Items were written in order that scales could be short and robust and easily completed by blue-collar respondents of modest educational attainment.

Respondents were male, full-time employees in British manufacturing industry and were selected in order to represent national demographic characteristics.

Mean Organizational Commitment scores from the two samples were 44.64 (s.d. 11.45) and 45.37 (s.d. 9.55).

Coefficient alpha reported as 0.87 and 0.80 in two studies.

A test-retest correlation across six months of 0.50 (N=63) was also observed.

Source: Cook and Wall, 1980 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Items:

1. I am quite proud to be able to tell people who it is I work for
2. I sometimes feel like leaving this employment for good (R)
3. I'm not willing to put myself out just to help the organization (R)
4. Even if the firm were not doing too well financially, I would be reluctant to change to another employer
5. I feel myself to be part of the organization
6. In my work I like to feel I am making some effort, not just for myself but for the organization as well
7. The offer of a bit more money with another employer would not seriously make me think of changing my job
8. I would not recommend a close friend to join our staff (R)
9. To know that my own work had made a contribution to the good of the organization would please me

Responses:

No, I strongly disagree; No, I disagree quite a lot; No, I disagree just a little; I'm not sure; Yes, I agree just a little; Yes, I agree quite a lot; Yes, I strongly agree; scored 1 to 7 respectively.

Source: Patchen, Pelz and Allen, 1965 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Measure: Job Motivation Indices (4 items)

This measure has four items, each with a different five-point response scale. Three different combinations of these items can be examined: Index A (items 1 and 2), Index B (items 1 to 4), and Index C (items 1 to 3). Total scores are calculated in each case.

For groups of 20 salesmen, 106 engineers and 64 production employees, the means for Index B were 17.3, 14.8 and 13.7 respectively.

For Index A the means were 9.1, 7.8 and 6.8; and for the Index C they were 13.6, 10.9 and 10.4.

Test-retest reliability on a sample of 46 employees (item-lapse and sample type unspecified) was 0.80.

As evidence of construct validity, associations between the indices and selected correlates across a variety of samples were generally low, but in the predicted direction.



Source: Patchen, Pelz and Allen, 1965 cited in Cook, J. D., Hepworth, S. D., Wall, T. D., & Warr, P. B. (1981). The Experience of Work. New York: Academic.

Items:

1. On most days on your job, how often does time seem to drag for you?

About half the day or more;  
About one-third of the day;  
About one-quarter of the day;  
About one-eighth of the day;  
Time never seems to drag;  
scored 1 to 5 respectively.

2. Some people are completely involved in their job--they are absorbed in it night and day. For other people their job is simply one of several interests. How involved do you feel in your job?

Very little involved--my other interests are more absorbing;  
Slightly involved;  
Moderately involved--my job and my other interests are equally absorbing to me;  
Strongly involved;  
Very strongly involved--my work is the most absorbing interest in my life;  
scored 1 to 5 respectively.

3. How often do you do some extra work for your job which isn't really required of you?

Almost every day;  
Several times a week;  
About once a week;  
One every few weeks;  
About once a month or less;  
scored 5 to 1 respectively.

4. Would you say you work harder, less hard, or about the same as other people doing your type of work at (name of organization)?

Much harder than most others;  
A little harder than most others;  
About the same as most others;  
A little less hard than most others;  
Much less hard than most others;  
scored 5 to 1 respectively.

Siegel, A. L., & Turney, J. R. (November 1980). Manager's Guide to Using the Survey of Organizational Climate. (WPT-6).  
Washington, DC: United States Office of Personnel  
Management, Workforce Effectiveness and Development Group.

Description:

Manager's guide to use of the Survey of Organizational Climate (SOC) to identify problems which influence the productivity and work attitudes of their employees. Developed for use in the Federal sector. Intended for administration to employee groups of fifty or more.

Sample:

Norms are based on a random sample of 14,599 federal government employees.

Measure:

Ratings are made on 5-point Likert scales. Alpha values listed are the highest reported for a particular scale.

<u>Scale name</u>	<u>Mean</u>	<u>SD</u>	<u>Alpha</u>
Organizational communications	3.28	.98	.60
Organizational authority	3.08	.93	.71
Organizational trust	3.30	.79	.68
Organizational conflict			.74
Change orientation			.75
Work facilitation	3.52	1.06	.83
Task orientation	3.52	.85	.81
Delegation	3.32	.83	.85
Competence	3.60	.92	.84
Performance evaluation	3.32	.98	.86
Information exchange			.76
Frequency of performance feedback	2.69	.93	.83
Preferred freq. of perf feedback	3.75	.68	.70
Conflict resolution			.85
Group cohesiveness	3.52	.88	.76
Group decision-making	3.14	.98	.76
Intergroup relations	2.77	.90	.82
Skill adequacy			.63
Good performance outcomes	2.52	1.13	.75
General job satisfaction	3.84	.83	.90
Autonomy	3.47	.89	.83
Work overload			.77
Job value	3.83	.80	.79
Job involvement			.73
Intent to turnover	2.53	1.15	.72
Effort	4.20	.68	.67
Group effectiveness	3.74	.74	.77
Organizational effectiveness	3.72	.79	.61

Siegel, A. L., & Turney, J. R. (November 1980). Manager's Guide to Using the Survey of Organizational Climate. (WPT-6).  
Washington, DC: United States Office of Personnel  
Management, Workforce Effectiveness and Development Group.

Survey of Organizational Climate Scales and Items  
Organizational characteristics

1. The information that I get through formal channels helps me perform my job effectively
2. I am told promptly when there is a change in policy, rules, or regulations that affects me
3. In this organization it is unclear who has the formal authority to make a decision
4. In this organization authority is clearly delegated
5. It takes too long to get decisions made in this organization
6. Employees here feel you can't trust this organization
7. Employees here feel you can't trust this organization
8. People in this organization will do things behind your back
9. My job duties are clearly defined by my supervisor
10. My supervisor sets clear goals for me in my present job
11. My supervisor helps me solve work related problems
12. My supervisor maintains high standards of performance for his/her employees
13. My supervisor insists that subordinates work hard
14. My supervisor demands that subordinates do high quality work
15. My supervisor encourages me to help in developing work methods and job procedures
16. My supervisor encourages subordinates to participate in important decisions
17. My supervisor asks my opinion when a problem related to my work arises
18. How often do you receive feedback from your supervisor for good performance?
19. How often do you receive feedback from your supervisor that helps you improve your performance?
20. How often would you like to receive feedback from your supervisor for good performance?
21. How often would you like to receive feedback from your supervisor that helps you improve performance?
22. I have confidence and trust in my co-workers?
23. I feel I am really part of my work group.
24. There are feelings among members of my work group which tend to pull the group apart.
25. In my group, everyone's opinion gets listened to.
26. If we have a decision to make everyone is involved in making it.
27. In this organization conflict that exists between groups gets in the way of getting the job done.
28. Because of the problems that exist between groups, I feel a lot of pressure on the job.
29. Coordination among work groups is good in this organization

30. In this organization, competition between work groups creates problems in getting work done.
31. In general, I like working here.
32. In general, I am satisfied with my job.
33. All in all, I am satisfied with the work on my present job.
34. I have a great deal of say over what has to be done on my job.
35. I have a great deal of say over decisions concerning my job.
36. My job gives me the opportunity to use my own judgement and initiative.
37. It always seems as if I have too much to do.
38. I have too much work to do everything well.
39. I often think about quitting.
40. During this next year I will probably look for a new job outside of this organization.
41. I work hard on my job.
42. Please rate the amount of effort you put out in the performance of work activities during an average workday.
43. The people I work with generally do a good job.
44. My group works well together.
45. My co-workers encourage each other to give their best effort.
46. Overall, this organization is effective in accomplishing its objectives.
47. This organization is responsive to the public interest.